

*Public District School Board Writing Partnership*

Social Sciences and Humanities

# Course Profile

## **Issues in Human Growth and Development**

Grade 12

University/College Preparation

HHG4M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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### **Acknowledgments**

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## Course Overview

### Issues in Human Growth and Development, HHG4M, University/College Preparation

**Policy Document:** *The Ontario Curriculum, Grade 11 and 12, Social Sciences and Humanities, 2000.*

**Prerequisite:** Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

## Course Description

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development.

## Course Notes

It is strongly recommended that teachers follow the order in which the units are presented in this Course Profile because of the sequential nature of the learning. Often, prior knowledge from previous units and activities is assumed and required to proceed with the activities. This curriculum is designed to allow students to gain insights into some of the issues of human growth and development; therefore, providing students with the opportunity to explore the impact of these issues on individuals, families, and society as a whole. Subsequently, they are able to make the connections among individuals, their family, the community, and society within a global perspective with reference to human growth and development.

As there is a prerequisite for the Issues in Human Growth and Development course, teachers may wish to survey their students to establish their prior knowledge and skills with reference to parenting and human growth and development, which they may have learned in previous social science and humanities courses. Many of the concepts in this course are similar to the concepts in the two Grade 11 parenting courses, but with a more in-depth approach to research in conjunction with the school age and adolescent child as they relate to issues in human growth and development. The Issues in Human Growth and Development course is a University/College designated course; it is designed to equip students with the knowledge and skills required to meet the entrance requirements for specific programs offered at universities and colleges. Students should be made aware that some of the positions they might be considering as a future career could be obtained through participating colleges and the Ontario Youth Apprenticeship Program (OYAP). The apprenticeship programs currently being offered are as follows: Child and Youth Worker (CYW), Aboriginal Early Childhood Educator, Early Childhood Educator (ECE), and the Early Childhood Educator Specialists in Exceptionalities, which is only granted to an individual who has either the Aboriginal Early Childhood Educator or Early Childhood Educator Certificate of Apprenticeship or an ECE Diploma or its equivalent. The Issues in Human Growth and Development course is appropriate for students who intend to pursue a higher education in programs such as child and youth care, early childhood education, social work, teaching, nursing, midwifery, medicine, family law, family counselling, speech pathology, sociology, or psychology.

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Social science research and inquiry skills are introduced in the unit where they are first applied, and they are repeated and developed throughout the course. The overall expectations and specific expectations are listed for each unit in the cluster where they are taught. For the developed unit, the overall expectations and the corresponding specific expectations are stated at the beginning of each activity within that unit.

**Note:** When a specific expectation has more than one segment, be sure to address only the segment that is being focused on in that particular cluster/activity. Specific expectations are repeated throughout the Course Profile to reinforce a particular concept, thus ensuring that content connections are made throughout the course. The culminating activity exemplifies this by incorporating the “enduring understandings” of the course; therefore, providing the students with an opportunity to apply the key concepts/issues of human growth and development, which have been emphasized throughout the course.

Teachers should review their school board policy on equity. They must be sensitive to a variety of religious beliefs as well as the ethnic and cultural customs of their students, thus, making changes to their teaching/learning strategies to address the needs of their student population. Similarly, teachers must be sensitive to the variety of socio-economic levels and family structures of their student body and be prepared to make adjustments to the learning experiences and resources as needed. This course deals with many sensitive issues with reference to children, families, and society (e.g., how bonding and attachment, or the lack thereof affects the development of a child; consequences of stress and environmental deprivation on brain development during early childhood; healthy adult/child relationships [or lack of] and the effect on the child throughout development; major theories of child development and how they are interpreted for optimal growth and development; gender differences in how children develop morals; cultural and religious differences and how they impact on parenting and societal expectations; the involvement or not of the family, schools, and media, and the effects they have as agents of socialization on children and adolescents; benefits of child development and parenting programs or lack of as related to the economics and the well being of a nation). The students’ reactions to these issues must be anticipated and respected. Teachers should be prepared for potential student disclosures and be prepared to work with school counsellors who may provide referrals to the appropriate professionals or services within their community. Finally, the roles and the responsibilities that parents, care-givers, and professionals have in ensuring the well-being of children and adolescents will be addressed.

Prior to the students being involved in the practical components of this course, whether in a day care, school classroom, or community setting, proper observation techniques, appropriate child behaviour guidance techniques, child safety, and the issues of confidentiality need to be thoroughly taught. When the importance of confidentiality issues are taught, students need to become knowledgeable about the situations wherein they may not be able to maintain confidentiality due to policies and legislation. It is essential that students are fully aware of the expectations and the responsibilities they incur when observing children. Students are provided with guidelines for research ethics, which include issues such as observation protocol, legislation and policies regarding confidentiality, and the administration of interviews/surveys. Students should be instructed to respect an individual’s choice to respond to an interview/survey question with “no comment” or “no response at all” as a valid answer.

As well, guidelines for research ethics will be provided for student use. For clarification of the *Cooperative Education and Other Forms of Experiential Learning Policies and Procedures for Ontario Secondary Schools 2000* document, it is suggested that teachers consult their school board policy and/or their cooperative education department with reference to the expectations that are to be followed for observations and job shadowing. For example, if electronic infant simulators are used in this course, complete instructions need to be given along with a demonstration on how to properly care for the electronic infant simulator while it is in the student’s care. It is recommended that the safe use of all equipment and materials required for this course be taught prior to their use.

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Teachers must take all reasonable steps to ensure the safety of students, helping them understand the importance of health and safety issues and the need to assume responsibility for their own safety and the safety of others.

The activities in this course take into account the variety of students represented and their abilities, backgrounds, interests, and learning styles. Accommodation for, or adaptations of, the expectation(s) will be made by teachers in accordance with the exceptional students' Individual Education Plans (IEPs). In this course, students will learn how to work effectively with others, to develop team skills, to use effective communication skills, and to use research and analytical skills, all of which are transferable to their postsecondary destination and ultimately to the careers of their choice. These skills are also essential for students in their everyday lives as empathic citizens and future parents/care-givers within our Canadian and global society.

Although written for adolescents in Grade 12, this course could be adapted for adult students. While the practical skills are similar, the content may need to be adjusted to be relevant to adult learners. The suggested hours for units and activities are guidelines; teachers may adjust the timelines to meet student, school, and community needs.

### **Units: Titles and Time**

Unit 1	Human Development: An Overview	11 hours
* Unit 2	Human Development: Brain Development in the Early Years	27 hours
Unit 3	Human Development: The Early Years	15 hours
Unit 4	Parenthood: The Roles and Responsibilities Throughout the Family Life Cycle	20 hours
Unit 5	Socialization Factors That Influence Human Development	18 hours
Unit 6	The Impact of Society and the Global World on Human Development	19 hours

\* This unit is fully developed in the Course Profile.

## **Unit Overviews**

### **Unit 1: Human Development: An Overview**

**Time:** 11 hours

#### **Unit Description**

In this first unit, students gain a fundamental understanding of human development and related theories that are essential for this course. Students describe age-appropriate behaviour for the phases of middle childhood. The changes in growth and development, which occur during adolescence, are addressed as well as what one might expect to happen developmentally during one's lifetime. Additionally, economic, political, and social issues and challenges that affect our human growth and development are investigated. The knowledge and insight gained in this first unit form the foundation of the concepts within the curriculum to be used throughout the course.

### Unit Overview Chart

Cluster/ hours	Learning Expectations	Assessment Categories	Focus
1.1 4 hours	HDV.04, ISV.02, ISV.03, ISV.04, HD3.01, IS1.02, IS2.01, IS2.02, IS3.01	Knowledge/ Understanding	<p><b>Human Growth and Development: Terms and Theories of Child Development</b></p> <ul style="list-style-type: none"> <li>• Comparison of definitions of human development</li> <li>• Changes that occur throughout the life cycle (e.g., infancy, early childhood, middle childhood, adolescence, early adulthood, mid-life, aging)</li> <li>• Terminology as it relates to human growth and development (e.g., physical, intellectual, social, emotional, psychological, development, growth, maturation, etc.)</li> <li>• Major theories of child development (e.g., Freud, Piaget, Erikson, Kohlberg, Vygotsky, Maslow, Mead, Carole Gilligan, Alfred Binet, and Arnold Gesell's, etc.) <b>Note:</b> These, as well as other theorists will be studied in more depth throughout the course</li> <li>• Introduction of observation skills linking informal observations (e.g., siblings, neighbourhood children, etc.) with key concepts of the theorists</li> </ul>
1.2 3 hours	HDV.04, ISV.01, ISV.03, ISV.04, HD3.02, HD3.03, IS1.03, IS2.03, IS3.01	Knowledge/ Understanding	<p><b>Human Growth and Development: Changes Occurring Throughout One's Lifetime</b></p> <ul style="list-style-type: none"> <li>• Physical, intellectual, social, emotional, and psychological changes that occur during adolescence and throughout one's lifetime (e.g., discovering "who am I," developing critical and abstract thinking skills, awareness of the aging process, etc.)</li> <li>• Age-appropriate behaviour for 4- to 8-year-olds and 9- to 12-year-olds</li> </ul>
1.3 3 hours	GCV.02, ISV.01, ISV.02, ISV.03, ISV.04, GC2.03, GC2.04, IS1.03, IS1.02, IS2.03, IS3.01	Thinking/ Inquiry Application	<p><b>Human Growth and Development: Effects of Economic, Political, and Social Factors</b></p> <ul style="list-style-type: none"> <li>• Terminology (e.g., poverty, social status, etc.) with reference to human growth and development</li> <li>• Identification of economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, etc.), which affect human growth and development of individuals. Further addressed in Unit 6</li> <li>• Investigation of how to prevent above factors from affecting human growth and development negatively</li> </ul>

Cluster/ hours	Learning Expectations	Assessment Categories	Focus
1.4  1 hour	HDV.04, GCV.02, ISV.01, ISV.02, ISV.03, ISV.04, HD3.01, HD30.2, HD3.03, GC2.03, GC2.04, IS1.01, IS1.02, IS2.01, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<p><b>Culminating Activity: Reflection</b></p> <ul style="list-style-type: none"> <li>Assigned as homework: <ul style="list-style-type: none"> <li>Reflection in response to the following statement: What have I learned about human growth and development which can be applied to my daily life as an adolescent; subsequently, how can I use the information for my projected lifetime goals?</li> </ul> </li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Reflection using the narrative enquiry approach to include what I have learned and what factors have contributed to make me who I am;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Interview with elderly person to identify stages in his/her life cycle. Relate to major human development theories. Identify significant factors in the person's life, which impacted development.</li> </ul>

## Unit 2: Human Development: Brain Development in the Early Years

**Time:** 27 hours

### Unit Description

Students explore the major theories of brain development as they pertain to young children. The impact of maternal health on neonatal brain development and postnatal brain development is investigated. Particular emphasis is placed on the study of language acquisition and its relationship to cognitive development. Students increase their knowledge of factors that can interfere with brain development and examine how play-based activities can facilitate brain development. For the culminating assignment, students design and implement a play-based activity that encompasses the key learnings from the unit. Students apply an aspect of social science methodology to conduct a review of literature in this unit.

### Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
2.1 Theoretical Perspectives on Brain Development  6 hours	HDV.02, ISV.02, ISV.04, HD3.01, IS1.02, IS3.01, IS3.02	Knowledge/ Understanding	<ul style="list-style-type: none"> <li>Diagram of Brain – labelled</li> <li>Brain Development Terms</li> <li>Homework: article(s) and question sheet on “Windows of Opportunity”</li> <li>Group Presentations: Brain Development Theorists</li> <li>Student Notes: “Factors That Can Influence Brain Development”</li> <li>Personal Opinion Paper: “Nature versus Nurture”</li> </ul>

<b>Activity</b>	<b>Learning Expectations</b>	<b>Assessment Categories</b>	<b>Tasks</b>
2.2 Maternal Healthy Matters  5 hours	HDV.02, ISV.01, ISV.03, ISV.04, HD2.01, IS1.03, IS2.01, IS2.02, IS3.01	Knowledge/ Understanding	<ul style="list-style-type: none"> <li>• Student Research Notes (from Internet): “Maternal Health”</li> <li>• Student Fact Sheet: “Maternal Health”</li> <li>• Group Pamphlet: “Maternal Health”</li> <li>• Group Presentation: “Maternal Health”</li> <li>• Criteria for A Community Health Program</li> </ul>
2.3 Baby Talk: Language Acquisition and Cognitive Development  4 hours	HDV.02, SOV.03, GCV.01, ISV.01, ISV.03, ISV.04, HD2.03, SO3.01, GC1.04, IS1.03, IS2.02, IS3.01	Knowledge/ Understanding	<ul style="list-style-type: none"> <li>• Think/Pair/Share activity</li> <li>• Jigsaw activity – précis an article</li> <li>• Worksheet: “Communication and Learning: Infancy to Adolescence”</li> <li>• Student Research (Internet)</li> <li>• Students write a Parenting Magazine Article/Brochure: “Key Concepts About How Children Develop Language”</li> </ul>
2.4 Environmental Deprivation and Its Long Term Effects  4 hours	HDV.02, HDV.03, ISV.01, ISV.03, ISV.04, HD2.02, HD2.04, HD2.05, IS1.01, IS2.01, IS2.03, IS3.01, IS3.03	Thinking/ Inquiry	<ul style="list-style-type: none"> <li>• Case Studies: Environmental Deprivation/Stressful Environments</li> <li>• Student Predictions: Long Term Effects of Children Raised in Emotionally Deprived/Stressful Environments</li> <li>• Summary of “Early Years Report” or similar report</li> <li>• Critiques: Review of Literature</li> <li>• Written Report</li> </ul>
2.5 Play Is Children’s Work  8 hours	HDV.02, HDV.04, ISV.03, ISV.04, HD2.03, HD2.06, HD2.07, HD3.01, IS2.03, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<ul style="list-style-type: none"> <li>• Guest Speaker(s)</li> <li>• Student Notes: Reading (implementing a play-based activity)</li> <li>• Group Presentation: Play-Based, Problem - Solving Activities Enhance Brain Development</li> <li>• Student List: “Ways Play-Based, Problem - Solving Activities Enhance Brain Development”</li> <li>• Written Proposal: Individuals Play-Based Activity Segment</li> <li>• Implementation of Play-Based Activity</li> <li>• Self-Evaluation of Play-Based Activity</li> <li>• Play-Based Activity Report</li> </ul>

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### Unit 3: Human Development: The Early Years

Time: 15 hours

#### Unit Description

The focus of this unit is infant attachment and bonding, which includes the investigation of related theories. As well, the long-term effects of insufficient nurturing and environmental deprivation are reviewed as they relate to infant attachment and bonding. Students analyse the factors that contribute to the well-being of a newborn and demonstrate their understanding of the issues (e.g., breast feeding vs. bottle feeding, newborn adoption vs. older child adoption, bonding of fathers, bonding of other primary care-givers, multiple attachments, etc.). How care-givers and parents ensure that children feel secure is addressed. Finally, students collect data to demonstrate their understanding of an effective parent/care-giver and child relationship by applying attachment and bonding theories in a real-life setting.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
3.1 2 hours	ISV.02, IS1.02	Communication	<b>Terminology</b> <ul style="list-style-type: none"><li>Define terms related to infant attachment and bonding (e.g., attachment, bonding, trust, environmental deprivation, nurturing, etc.)</li></ul>
3.2 4 hours	HDV.01, HDV.03, ISV.01, ISV.03, ISV.04, HD1.01, HD1.02, HD2.02, HD2.05, IS1.01, IS2.03, IS3.01	Thinking/ Inquiry	<b>Issues Related to Infant Attachment and Bonding</b> <ul style="list-style-type: none"><li>Theorists: (e.g., Diane Benoit, Clyde Hertzman, Paul Steinhauer, Mary Ainsworth)</li><li>Factors that contribute to the emotional and physical development of newborns (e.g., nurturing, security, trust, etc.)</li><li>Issues related to infant attachment and bonding</li><li>Review of the effects of insufficient nurturing and environmental deprivation as related to brain development and infant attachment and bonding</li></ul>
3.3 4 hours	HDV.01, SOV.01, ISV.03, ISV.04, HD1.03, SO1.01, SO1.03, IS2.03, IS3.01	Thinking/ Inquiry	<b>Healthy Parent Infant Relationships</b> <ul style="list-style-type: none"><li>Theories as they relate to the causes and effects of healthy/unhealthy parent-infant relationships (e.g., Freud's, Offord's)</li><li>How parents/care-givers ensure that children feel secure and self-confident (e.g., nurturing, maintaining a positive attitude, showing empathy, responsive care giving)</li><li>Role that the parent's and the infant's temperament plays in the parent-infant relationship. (e.g., Chess and Thomas, Mary Sheedy-Kurcinka, etc.)</li></ul>

Cluster	Learning Expectations	Assessment Categories	Focus
3.4 5 hours	HDV.01, ISV.03, ISV.04, HD1.02, HD1.04, IS2.01, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Culminating Activity:</b> <ul style="list-style-type: none"> <li>Collection of data to demonstrate an understanding of an effective relationship between parent/care-giver and an infant by applying the infant attachment and bonding theories discussed in class through a real-life setting (e.g., interviews, observations)</li> </ul>

#### Unit 4: Parenthood: The Roles and Responsibilities Throughout the Family Life Cycle

**Time:** 20 hours

##### Unit Description

Within this unit, students gain an understanding of the importance of the roles that parents and care-givers have in the human growth and development of children throughout a child's life span (e.g., nurturing, meeting physiological and psychological needs). Relationships that are involved in human development are analysed (e.g., family relationships within family structures, child relationships within a family, etc.). Students participate in a variety of communication and problem-solving activities in order to recognize their importance in healthy family relationships.

##### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1 2 hours	SOV.02, ISV.01, ISV.03, SO2.01, IS1.03, IS2.01, IS2.02	Knowledge/ Understanding	<b>Transition to Parenthood</b> <ul style="list-style-type: none"> <li>Changes that occur within a couple's relationship</li> <li>Information by Jay Belsky and John Kelly</li> </ul>
4.2 4 hours	SOV.01, SOV.02, ISV.01, SO1.03, SO1.04, SO2.02, SO2.03, IS1.03	Thinking/ Inquiry Application	<b>Family Relationships</b> <ul style="list-style-type: none"> <li>Comparison of family relationships within a variety of family structures (e.g., nuclear, extended, and alternative family groupings)</li> <li>Issues that affect how children relate within a family (e.g., a single child, a sibling, an older child, the middle child, a younger child)</li> <li>The child's temperament and its affects on the parent-child relationship</li> <li>Reasons for, and the effects of, positive and maladjusted parent-child relationships</li> </ul>
4.3 6 hours	SOV.01, GCV.01, ISV.01, ISV.03, ISV.04, SO1.01, SO1.02, GC1.06, IS1.03, IS2.01, IS3.01	Application	<b>Roles of Parents and Care-givers</b> <ul style="list-style-type: none"> <li>Roles parents/care-givers play in making sure that children are happy, healthy, safe, secure, and self-confident</li> <li>How the role of the parent as a primary care-giver changes throughout a child's life (e.g., Galinsky's model)</li> <li>Discussion of various types of special needs children that parents may need to accommodate</li> </ul>

Cluster	Learning Expectations	Assessment Categories	Focus
			<ul style="list-style-type: none"> <li>• Support groups available within the community</li> <li>• Interview program staff and family members and investigate strategies to manage a special needs child in a real-life setting</li> </ul>
4.4 6 hours	SOV.03, SO3.01, SO3.02, SO3.03, SO3.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Communication and Problem Solving</b> <ul style="list-style-type: none"> <li>• Correlation between verbal communication and cognitive development in children from infancy through late adolescence</li> <li>• Connection between a child’s communication skills and the quality of one’s social interactions with peers, parents, and other adults</li> <li>• Problem-solving strategies used to build self-confidence (e.g., “I” messages, negotiations, active listening, etc)</li> <li>• Application of the communication and conflict management skills learned in class in a real-life setting (working as a team member). Students select the team (family, school, work) and the situation</li> </ul>
4.5 2 hours	ISV.01, ISV.03, ISV.04, IS1.01, IS2.01, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Culminating Activity: The Roles and Responsibilities of Parenthood Throughout the Family Life Cycle</b> <ul style="list-style-type: none"> <li>• Case studies/family scenarios regarding issues (e.g., transition into parenthood, family relationships, parental/care-giver roles, and communication and problem solving) to identify the problem(s) and make suggestions as to how to solve the problem(s)</li> <li>• Homework: essay on “The Roles and Responsibilities of Parenthood Throughout the Family Life Cycle”</li> </ul>

## Unit 5: Socialization Factors That Influence Human Development

**Time:** 18 hours

### Unit Description

Students gain a thorough understanding of how important the trilogy of the family, the school, and the media is on the impact of human development. They also gain a more in-depth understanding of how critical the role of the family is in the socialization of its members. Students describe the contributions that schools make towards the socialization of individuals throughout one’s life span. Students research the issues that confront schools as they endeavour to educate individuals (e.g., defiance of authority, safety, etc.). Finally, students analyse media and its role in the socialization of individuals and families through a variety of formats (e.g., TV sitcoms, print materials, radio programs, movies, music, advertising, the Internet, etc.). To culminate the unit, students investigate a socialization issue and its impact on human growth and development.

**Unit Overview Chart**

Cluster	Learning Expectations	Assessment Categories	Focus
5.1 7 hours	SHV.01, ISV.01, ISV.03, ISV.04, SH1.01, SH1.02, SH1.03, SH1.04, SH1.05, IS1.01, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.03	Knowledge/ Understanding Thinking/ Inquiry	<p><b>The Family as an Agent of Socialization</b></p> <ul style="list-style-type: none"> <li>• Human Ecology Theory</li> <li>• Positive and negative socialization of family members (e.g., confidence, language acquisition, rules of society, family violence, neglect, addictions, etc.)</li> <li>• How the social issues/personal challenges that families face affect how family members are socialized within the family unit (e.g., unemployment, stress, income, divorce, etc.)</li> <li>• Programs and projects available through schools and community services that help parents to develop the optimum environment for family members (e.g., resource centres for parents, support groups, etc.)</li> <li>• Parenting style theories (e.g., Baumrind’s)</li> <li>• In real-life settings, gather responses from children and compare their responses to the different parenting styles</li> </ul>
5.2 5 hours	SHV.02, ISV.01, ISV.03, ISV.04, SH2.01, SH2.02, SH2.03, SH2.04, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.03	Knowledge/ Understanding Thinking/ Inquiry	<p><b>The School as an Agent of Socialization</b></p> <ul style="list-style-type: none"> <li>• How the school contributes to the socialization of individuals throughout their lifetime (e.g., teachers, play, peer relationships, curriculum, extracurricular activities, adult education, etc.)</li> <li>• Social issues (e.g., truancy, safety, defiance, bullying, anger management, etc.) that schools must address and how they are managed</li> <li>• Impact of a parent’s involvement in the school environment on a child’s growth and development (e.g., school attendance, self-confidence, academic performance, extracurricular activities, parent-child relationship, etc.)</li> <li>• Creative approaches to encourage parental involvement within the school</li> </ul>

Cluster	Learning Expectations	Assessment Categories	Focus
5.3 5 hours	SHV.03, ISV.01, ISV.03, ISV.04, SH3.01, SH3.02, SH3.03, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02	Knowledge/ Understanding Application	<b>The Media as an Agent of Socialization</b> <ul style="list-style-type: none"> <li>Media’s representation of families in movies, TV/radio programs, advertising, music, print materials, and the Internet</li> <li>Investigation of how media influences our lives (e.g., lifestyles, stereotyping, buying patterns, values, etc.)</li> <li>Investigation of how children perceive television; reality vs. fantasy, distinguishing between program and commercials, influence of television violence, etc.</li> <li>Effectiveness and impact of media censorship in our daily lives</li> <li>Guidelines that could be used by the media to encourage healthy socialization of individuals and families</li> </ul>
5.4 1 hours	ISV.01, ISV.03, ISV.04, IS1.03, IS2.01, IS2.03, IS3.01, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Culminating Activity: Socialization Issues That Influence Human Development</b> <ul style="list-style-type: none"> <li>Assigned as homework: <ul style="list-style-type: none"> <li>Individual investigation of a socialization issue and its impact on human growth and development</li> <li>Individual preparation of a case study, dramatization, etc.</li> </ul> </li> </ul>

## Unit 6: The Impact of Society and the Global World on Human Development

**Time:** 19 hours

### Unit Description

The diversity of today’s society is addressed as it relates to human growth and development throughout one’s life span. Various cultural and religious practices are introduced, and theories, behaviours, and values in our global society are revisited. Students gain an understanding of the social challenges related to human growth and development that face parents/care-givers within an integrated society. The historical and emerging initiatives for parents and society in sharing the responsibilities of parenting (e.g., extending maternity/paternal leave) are addressed. Students continue to gain a more in-depth perception of how the effects of economic, political, and social factors impact on human growth and development. How to prevent these factors from becoming negative influences is studied. Students review reports by McCain and Mustard, and Hertzman and Keating to gain a better understanding of why early child development and parenting programs are so important in the human growth and development of children. The human development initiatives to assist countries in meeting these global challenges, as are suggested in today’s literature, are evaluated. Human growth and development issues and the concepts discussed throughout the course, with an emphasis on global perspectives, will be the thrust of the culminating activity for the course.

**Unit Overview Chart**

<b>Cluster</b>	<b>Learning Expectations</b>	<b>Assessment Categories</b>	<b>Focus</b>
6.1 5 hours	GCV.01, HDV.03, ISV.01, ISV.03, ISV.04, GC1.01, GC1.02, GC1.03, GC1.08, HD2.05, IS1.01, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry	<p><b>Morality within a Global Society</b></p> <ul style="list-style-type: none"> <li>• Definition of morality</li> <li>• Evaluation and comparison of the theories of male/female morality (e.g., Kohlberg’s) in relation to gender differences in moral development (e.g., Gilligan’s)</li> <li>• Examination of how different societies develop their sense of morality</li> <li>• Forms of socially unacceptable behaviour (e.g., criminal behaviour, anarchy, thwarting authority, etc.)</li> <li>• Long-term effects of inadequate nurturing and environmental deprivation, as it relates to the behavioural problems and criminal behaviour within a global context</li> <li>• Short- and long-term effects of these behaviours within various societies</li> <li>• Ways in which one’s personal values evolve over time and circumstances (e.g., from parents to child, from family to family, from friend to friend, from one situation to another, etc.)</li> </ul>
6.2 4 hours	GCV.01, ISV.01, ISV.03, ISV.04, GC1.04, GC1.05, GC1.07, IS1.01, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry	<p><b>Cultural Variations within Our Global Society</b></p> <ul style="list-style-type: none"> <li>• How societies value intelligence differently (e.g., linguistic and mathematical skills, etc.)</li> <li>• Cultural and religious practices that affect the role of parents within our global society (e.g., men and women in families and in society, etc.)</li> <li>• Comparison of a variety of child-rearing practices within our global society (e.g., kibbutz, nuclear family, isolated cultures, etc.)</li> </ul>
6.3 2 hours	GCV.02, ISV.03, ISV.04, GC2.01, GC2.02, IS2.02, IS3.01	Knowledge/ Understanding Thinking/ Inquiry	<p><b>Historical and Emerging Perspectives with Reference to Social Challenges</b></p> <ul style="list-style-type: none"> <li>• Examination of how historically and socially education has evolved over time for parents with reference to parenting within society</li> <li>• Emerging initiatives, which promote parents and society sharing the responsibilities of raising children within an integrated framework (e.g., extending maternity/paternity leave, etc.)</li> </ul>

Cluster	Learning Expectations	Assessment Categories	Focus
6.4 8 hours	GCV.01, GCV.02, HDV.02, ISV.01, ISV.03, ISV.04, GC1.04, GC2.02, GC2.03, GC2.04, GC2.05, GC2.06, HD2.03, IS1.01, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<p><b>Culminating Activity: Global Challenges – Economic, Political, and Social Factors in Relationship to Human Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Long-term benefits of early childhood development and parenting programs on the economic well-being of a community as well as the nation (e.g., McCain and Mustard Report, Keating and Hertzman Report, etc.)</li> <li>• Identification of human development initiatives that are available to assist countries in preparing themselves to meet the new economic, political, and social challenges of human growth and development around the world (e.g., McCain and Mustard, Keating and Hertzman)</li> <li>• Positive and negative impact that economic, political, and social factors have on human growth and development</li> <li>• Bonding and attachment, brain development, socialization, parenting issues, etc., as related to human growth and development</li> <li>• Independent study of an issue in human growth and development to write a position paper that could be presented to a local, provincial, national, or international body, which provides for the healthy growth and development of children, families, and/or societies</li> <li>• Presentation of findings</li> </ul>

### Teaching/Learning Strategies

There are times during this course when the teacher will want to reinforce classroom learning through practical activities. Several teaching/learning strategies have been recommended that involve various sectors of the local community to assist with practical activities. Demonstrations, direct instruction, and information about specific techniques ensure the student's safety prior to involvement in these practical activities. Students need to be aware of the expectations and responsibilities they have when observing, job shadowing, or interacting with children. As well, students need to review the proper techniques required for setting-up, implementing, and administering surveys or interviews.

Teachers need to use the most appropriate methods and materials to help exceptional students achieve the expectations as outlined in their IEPs. Practical experiences and simulations related to the real world provide opportunities for students to explore and expand their ability to interact with children on both a professional and personal level. Teachers must be cognizant of the needs of ESL/ELD students in their classroom and make the appropriate adjustments to their teaching/learning strategies.

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As a University/College Preparation course, the teaching/learning strategies emphasize critical thinking and problem-solving skills. As well, the development of social science research and independent skills through concrete applications of the theoretical material covered within the course will be stressed in order to build on prior learning. Students have the opportunity to improve their teamwork skills, consensus-building skills, and their ability to respect the opinions and ideas of others. A variety of teaching/learning strategies are encouraged to meet the different learning styles of the students, in order to enable them to meet the course expectations and to set the stage for adult learning. Some examples of strategies that could be used in this course include analysing information, brainstorming, case studies, child observations, class discussion, collaborative/cooperative learning, computer-assisted learning, evaluating information, debates, demonstrations, homework, independent study, interactions with children, interviews, issues-based analysis, jigsaw, mind mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing, role playing, scenarios, simulation games, dramatizations, Socratic lessons, student/teacher conferencing, surveys, think/pair/share, and viewing and analysing TV programs and/or videos related to parenting/care-giving issues and human growth and development. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for teachers to use in the classroom.

It is strongly recommended that teachers review their school/board policy with reference to the use of the Internet prior to using the Internet as a teaching/learning strategy. There are many websites listed as teacher and/or student resources. While all websites have been thoroughly investigated and were current at the time of publication, teachers should preview websites prior to student use. Teachers may also find it very useful to develop a guideline to assist students with assessing the quality of Internet information.

### **Assessment & Evaluation of Student Achievement**

The improvement of student learning is the primary purpose of assessment and evaluation. It must be congruent with the assessment and evaluation principles of *The Ontario Curriculum, Grades 9 – 12: Program Planning and Assessment, 2000*. The intent of the Achievement Chart for Social Sciences and Humanities (*The Ontario Curriculum, Social Sciences and Humanities, Grades 11 and 12, 2000*, pp.144-145) is reflected within the units of this course.

Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the achievement chart. Some examples of strategies are paper-and-pencil tests, performance assessment, presentations/multimedia presentations, checklists, research projects, portfolios, verbal feedback, critiques, formal/informal teacher observations, teacher conferencing, reports/reflections of student observations and day care visits, logs, creation of simulation games, interviewing community agencies and analysing information, and the creation of activities for children. Examples of assessment tools are criterion-referenced checklists, criterion-referenced marking schemes, and rubrics.

Methods of assessing student achievement are as follows:

- *Diagnostic*: occurs at the beginning of a term or unit of study, or whenever information about prior learning is useful.
- *Formative*: occurs during learning; ongoing feedback to the teacher and student about quality of learning and the effectiveness of instruction.

*Summative* evaluation is usually carried out at the end of a learning process.

Seventy per cent of the grade will be based on assessment and evaluations conducted throughout the course. Thirty per cent of the grade will be based on the final evaluation in the form of an examination, performance task, essay, and/or another method of evaluation. It should be suitable to the course content, and it is to be administered towards the end of the course. The final evaluation could include one or more of the following examples: written examination, essay, oral examination, oral report or presentation, social science research project, and/or case study application.

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In the Unit Overview Charts provided in this document, the Assessment Categories column states the focus of assessment for that cluster of expectations. This does not preclude assessment in the other areas of the assessment chart, but simply emphasizes some direction for attention to a particular part of the assessment chart category. It is suggested that various means of formative assessment be used throughout the units to assess all areas of the achievement chart in order to prepare students for success in the culminating activities.

## **Accommodations**

The teacher should consult exceptional students' IEPs for specific direction on accommodation for individuals. For most exceptional students, the learning expectations are the same as, or similar to, the expectations outlined in the curriculum policy document. Accommodations, such as specialized supports and services, will be provided in collaboration with the special education teacher, where this service is present.

Some examples of accommodations for exceptional students and other students with special needs are as follows: oral testing; oral reporting; using a scribe for written work; demonstration of a skill; peer tutor; simplified instructions; presentations on tape, disc, or CD; flexible timelines; making changes to handouts, instructions and project guidelines; arrangement of student groupings by teacher; and enrichment activities. The special education teachers are excellent supports in this area and their expertise should be sought.

To uphold the principles of sound educational pedagogy, accommodations must be made so students maintain their dignity with respect to their level of ability, income, or language proficiency. Teachers should foster a positive atmosphere which is accepting of the individual's uniqueness, values, and needs. Adaptation of the course for ESL/ELD students should reflect the knowledge and skills that these students possess. They may need extra support to acquire basic literacy skills and academic concepts. Teachers should select resources that relate to the ESL/ELD Curriculum Document Strand's Expectations: writing, reading, oral and visual communications, and social and cultural competence. Teachers should use the expertise of ESL/ELD teachers if available for assistance in meeting the needs of these students. There is a wide range of teaching/learning strategies available to teachers for use in the classroom. Teachers are encouraged to expand teaching strategies in order to best meet the needs of all students and accommodate different learning styles.

## **Resources**

Many of the resources that may be used for the entire course are listed below. General and specific resources for Unit 2 are listed there; however, the teacher may find these resources applicable to the other units. The writers have tried to offer a variety of suggested resources that could be used in this course to meet the needs of their students.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this course profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

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## Print

### Ministry of Education Policy

*Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.*

*Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

*The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000.*

### Teacher Resources

Baker, Linda L., Peter G. Jaffe, and Kathy J. Moore. *Understanding the Effects of Domestic Violence: A Trainer's Manual for Early Childhood Educators*. London, Ontario: Centre for Children and Families in the Justice System Government of Ontario. ISBN 1-8959953-12-X

Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. New York: Harcourt, Inc., 2001. ISBN 0-15-601076-3

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1993. ISBN 0-465-02509-9

Gurian, Michael and Patricia Henley. *Boys and Girls Learn Differently! A Guide for Teachers and Parents*. San Francisco: Jossey-Bass, Wiley Corporation, 2001. ISBN 0-7879-5343-1

Jensen, Eric. *Arts With the Brain in Mind*. Alexandria, VA: ASCD (Association for Supervision and Curriculum Development), 2001. ISBN 0-87120-514-9

Jensen, Eric. *Teaching With the Brain in Mind*. Alexandria, VA: ASCD (Association for Supervision and Curriculum Development), 1998. ISBN 0-87120-299-9

Keating, Daniel P. and Clyde Hertzman. *Developmental Health and the Wealth of Nations*. New York, NY: The Guilford Press, 1999. ISBN 1-57230-455-3

Tieger, Paul, D. and Barbara Barron Tieger. *Nurture by Nature: Understanding Your Child's Personality Type – and Become a Better Parent*. Toronto: Little Brown and Company, 1997. ISBN 0-316-84513-2

Wolf, Patricia. *Brain Matters. Translating Research into Classroom Practice*. Alexandria, VA: ASCD (Association for supervision and Curriculum Development), 2001. ISBN 0-87120-517-3

### Teacher/Student Resources

Cunningham, Mary, Eva Meriorg and Laura Trysenaar. *Parenting in Canada Today*. Ontario, Canada: Irwin Publishing, 2003. ISBN 07725-29434

Erwin, Cheryl and Rosalyn Ducky. *Positive Discipline for Preschoolers*. Rockland, California: Prima Rib, 1995. ISBN 1-555-958-497-1

Hacker, Diane. *A Canadian Pocket Style Manual*. Scarborough, Ontario: Nelson Canada, 1995. ISBN 0-17-604879-0

Harper, Mark, et al. *Quality Assessment: Fitting the Pieces Together*. The Educational Services Committee OSSTF, 1999. ISBN 0-920930-47-6

Herr, Judy. *Working with Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-387-5

Herr, Judy. *Working with Children: The Observation Guide*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1990. ISBN 0-87006-734-6

Herr, Judy and Terri Swim. *Creative Resources for Infants and Toddlers*. Albany, U.S.A.: Delmar Publishers, 1999. ISBN 0-7668-0337-6 (This can also be obtained through Nelson Canada, Scarborough.)

Herr, Judy. *Working with Children: The Teacher's Resource Guide*. Tinley Park, Illinois. The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-390-5

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Klein, Diane M. and Deborah Chen. *Working with Young Children from Culturally Diverse Backgrounds*. Scarborough, Ontario: Nelson Thomson Learning (Delmar Publishers), 2001. ISBN 0766821063

Martin, Sue. *Take a Look: Observation and Portfolio Assessment in Early Childhood*, 2nd ed. Don Mills, Ontario: Addison-Wesley, Longman, Ltd., 1999. ISBN 0-201-39602-5

McKay, Gary D., Joyce L. McKay, Daniel Eckstein, and Stephen A. Maybell. *Raising Responsible Kids in a Rude World: Teaching Your Children the Power of Mutual Respect and Consideration*. California: Prima Publishing, 2001. ISBN 0-7615-2811-3

Morrish, Ronald G. *Secrets of Discipline: 12 Keys for Raising Responsible Children*. Ontario: Woodstream Publishing, 1997. ISBN 0-9681131-0-9

Rosser, Caroline Sprang. *Planning Activities for Child Care: A Curriculum Guide for Early Childhood Education*. Canada: Irwin Publishing, 1998. ISBN 1-56637-4286

Sheedy-Kurcinka, Mary. *Raising Your Spirited Child*. New York: Harper Collins Publishers, 1998. ISBN 0-06-016361-5

Shore, Kenneth. *Keeping Kids Safe: A Guide for Parents of Toddlers and Teens – and All the Years in Between*. New Jersey: Prentice Hall Press, 2001. ISBN 0-7352-0214-1

### **Booklets/Pamphlets**

McCain, The Honourable Margaret Norrie and J.F. Mustard. *Reversing the Real Brain Drain: Early Years Study Final Report*. Canadian Institute for Advanced Research, 1999. ISBN 0-7778-8953-6

National Council of Welfare. “Healthy Parents, Healthy Babies.” Ottawa: Minister of Public Works and Government Services Canada, 1997. Cat. No. H68-42/1997E. ISBN 0-662-25790-1

*Parenting in a Culturally Diverse Society: A Manual for Facilitators*. Ottawa: Parent Resource Centre.

### **Periodicals/Articles** (see Unit 2 and websites for a complete bibliographic annotation)

“Adolescence” (13- to 18- years- old) (Fact Sheet #9) – <http://www.cfc-efc.ca/docs/vocfc/00000799.htm>

Gilligan – “Notes on In a Different Voice” – <http://www.acypher.com/BookNotes/Gilligan.html>

“Children and Poverty” – <http://www.cfc-efc.ca/docs/cccf/00000764.htm>

“Children with Special Needs” (Fact Sheet #18) – [http://www.cfc-efc.ca/docs/vocfc/00018\\_en.htm](http://www.cfc-efc.ca/docs/vocfc/00018_en.htm)

“Developmental Stages, Theories of” (Kohlberg) –

[http://www.findarticles.com/cf\\_dls/g2699/0000/2699000096/p1/article.jhtml](http://www.findarticles.com/cf_dls/g2699/0000/2699000096/p1/article.jhtml)

“Emotional Growth through Musical Play” – [http://www.cfc-efc.ca/docs/cccf/00015\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00015_en.htm)

“Enhancing Language Skills in Four- and Five- Year-Olds” – <http://www.cfc-efc.ca/docs/cccf/00001046.htm>

“Facing TV Violence: A 3-Lesson Unit for Primary and Junior Ages” – <http://www.cfc-efc.ca/docs/mnet/00001164.htm>

“Family Decisions About Television” – <http://www.cfc-efc.ca/docs/mnet/00001062.htm>

“Helping Children Respect and Appreciate Diversity” (Resource Sheet #35) – [http://www.cfc-efc.ca/docs/cccf/rs035\\_en.htm](http://www.cfc-efc.ca/docs/cccf/rs035_en.htm)

“Kohlberg’s Theory of Moral Reasoning” –

[http://www.findarticles.com/cf\\_dls/g2699/0000/2699000096/p1/article.jhtml](http://www.findarticles.com/cf_dls/g2699/0000/2699000096/p1/article.jhtml)

“Literacy Development in Young Children” – <http://www.cfc-efc.ca/docs/cccf/00000049.htm>

“Managing TV – Strategies for Different Ages” – <http://www.cfc-efc.ca/docs/mnet/00001064.htm>

“Middle Childhood” (6- to 12- years- old) – <http://www.cfc-efc.ca/docs/vocfc/00000798.htm>

“Overview Highlights of the Discussion Paper for the National Symposium,” Chateau Laurier, Ottawa, October 27-30, 1991(Child Welfare League of Canada) – <http://www.cfc-efc.ca/docs/cwlc/00000283.htm>

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“Parenting A Child with Special Needs” (Fact Sheet #19) – [http://www.cfc-efc.ca/docs/vocfc/00019\\_en.htm](http://www.cfc-efc.ca/docs/vocfc/00019_en.htm)

“Parents and Play” – [http://www.cfc-efc.ca/docs/cafrp/00001\\_en.htm](http://www.cfc-efc.ca/docs/cafrp/00001_en.htm)

“Poverty and Income Distribution in Canada and Abroad” – <http://www.cfc-efc.ca/docs/ccsd/00000324.htm>

“Privacy Playground: The First Adventures of the Three Little Cyberpigs” – <http://www.cfc-efc.ca/docs/mnet/00001178.htm>

“Protecting Your Children from Online Predators” – <http://www.cfc-efc.ca/docs/mnet/00001239.htm>

“Self-Help and Support Groups for Parents of Children with Special Needs in Canada: A Background Report,” published by the Canadian Association of Family Resource Programs, 1995. (an excerpt) – <http://www.cfc-efc.ca/docs/fscan/00000444.htm>

“Television Violence: A Review of the Effects on Children of Different Ages” – <http://www.cfc-efc.ca/docs/mnet/00001068.htm>

“The Early Years” (Fact Sheet #4) – <http://www.cfc-efc.ca/docs/vocfc/00000794.htm>

“Understanding Children’s Behaviour: The Key to Effective Guidance” – [http://www.cfc-efc.ca/docs/cccf/00009\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00009_en.htm)

“Understanding Delinquency” (Fact Sheet #13) – <http://www.cfc-efc.ca/docs/vocfc/00000803.htm>

“Why the Early Years Are So Important” (Fact Sheet #4) – <http://www.cfc-efc.ca/docs/vocfc/00001084.htm>

### **Associations/Non-profit Organizations** (also see websites)

Federated Women’s Institutes of Ontario, Guelph, Ontario

### **Games/Kits/CD’s**

See Unit 2

### **Videos**

*Early Adulthood: Cognitive Development.* (Magna Systems, Inc.) McIntyre Media Inc., 1999. #520017-61R2

*Exploring Healthy Relationships.* (Human Relations Med.) McIntyre Media Inc., 2001. #600239-61R2

*Five and Six Year Olds.* (Learning Seed) McIntyre Media Inc., 2002. #200136-61R2

*Growing Up in Video World: Media and the Developing Child.* (Learning Seed) McIntyre Media Inc., 2001. #200128-61L1 (closed captioned)

*How Boys and Girls Differ: The First Six Years.* (Learning Seed) McIntyre Media Inc., 2002. #200135-61R2

*Identifying and Responding to Trauma in Ages 6 to Adolescence.* (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520032-61R2

*Maxed Out.* (Knowledge Unlimited) McIntyre Media Inc., 2001. #930035-61R2

*Raising Responsible Children.* (Sunburst) McIntyre Media Inc., 2000. #ST2661-21R2

*School to Work: Essential Skills.* (Sunburst) McIntyre Media Inc, 1998. #ST2589-21R2

*The Brain: Effects of Childhood Trauma.* (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520030-61R2

*The Human Animal: Nature and Nurture. A Phil Donahue Show.* Films for The Humanities, Inc. Box 2053 Princeton, N.J. 08543, 1987.

*Theories of Development.* (Magna Systems, Inc.) McIntyre Media Inc., 1997. #520041-61R2

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*Understanding Underachievers.* (Meridian Educational Corporation) McIntyre Media Inc., 2000.  
#700410-61R2

*Why You Buy: 21st Century Advertising.* (Learning Seed) McIntyre Media Inc., 2001.  
#200137-61R2

### **Websites**

ABCs of Parenting – <http://www.abcparenting.com/>

Association for Supervision and Curriculum Development ASCD – <http://www.ascd.org/>

BC Council on Families – <http://www.bccf.bc.ca>

Bright Futures – <http://www.brightfutures.org/>

Canadian Association of Speech Language Pathologists and Audiologists – <http://www.caslpa.ca/>

Canadian Council on Social Development – <http://www.ccsd.ca/>

Canadian Home Economics Association – <http://www.chea-acef.ca/>

Canadian Incidence Study of Reported Child Abuse and Neglect (CIS)  
– [http://www.hc-sc.gc.ca/hpb/lcdc/brch/maltreat/cisnews/1098\\_e.html](http://www.hc-sc.gc.ca/hpb/lcdc/brch/maltreat/cisnews/1098_e.html)

Canadian Institute of Child Health – <http://www.cich.ca/>

Canadian Institute for Advanced Research – <http://www.ciar.ca/>

Canadian Institute for Advanced Research (Clyde Hertzman – Research – Population Program; Daniel P. Keating – Research – Human Development) – <http://www.ciar.ca/>

Canadian Journal of Behavioural Science – <http://www.cpa.ca/cjbsnew/noframes.htm>

Canadian Journal of Communication – <http://www.cjc-online.ca/>

Canadian Journal of Experimental Psychology – <http://www.cpa.ca/Psynopsis/science.html>

Canadian Journal of Political Science (CJPS) – <http://www.wlu.ca/~wwwpress/jrls/cjps/english/cjps.html>

Canadian Living: Your Family Magazine – <http://www.canadianliving.com/>

Canadian Paediatric Society – <http://www.cps.ca>

Canadian Policy Network – <http://www.cprn.com/>

Canadian Psychological Association – <http://www.cpa.ca/>

Canadian Psychological Association Publications – <http://www.cpa.ca/pubs.html>

Canadian Toy Testing Council – <http://www.toy-testing.org/>

Chatelaine Magazine – <http://www.chatelaine.com/>

Child and Family Canada – <http://www.cfc-efc.ca/>

Childcare Resource and Research Unit – <http://www.childcarecanada.org/>

Centres for Families, Work and Well-Being – <http://www.uoguelph.ca/cfww>

Early Years Study (207 pages) – <http://www.childsec.gov.on.ca>

Electronic Library Canada (membership required) – <http://www.elibrary.ca/need>

Find Articles – [http://www.findarticles.com/cf\\_dls/PI/index.jhtml](http://www.findarticles.com/cf_dls/PI/index.jhtml)

I Am Your Child – <http://www.iamyourchild.org/>

Invest in Kids – <http://www.investinkids.ca/>

Keating, Daniel P. Human Development Program  
– <http://webserver.ciar.ca/web/home.nsf/CIARResearch?Open>

Lawrence Kohlberg – [http://www.findarticles.com/cf\\_dls/g2699/0001/2699000195/p1/article.jhtml](http://www.findarticles.com/cf_dls/g2699/0001/2699000195/p1/article.jhtml)

Mary Ainsworth – [http://www.findarticles.com/cf\\_dls/g2699/0003/2699000364/p1/article.jhtml](http://www.findarticles.com/cf_dls/g2699/0003/2699000364/p1/article.jhtml)

Mary Ainsworth (Application of Theories)

– <http://www.psy.pdx.edu/PsiCafe/KeyTheorists/Ainsworth.htm>

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Magna Systems, Inc. – <http://www.magnasystemsvideos.com/>  
McIntyre Media – <http://www.mcintyre.ca/>  
Ministry of Community and Social Services - Child Care Programs – <http://gov.on.ca/CSS>  
MIT CogNet (registration required) – <http://cognet.mit.edu/>  
National Council of Women of Canada – <http://www.nwc.ca/>  
National Library of Canada – <http://www.nlc-bnc.ca/>  
Ontario Children’s Secretariat – <http://www.childsec.gov.on.ca/>  
Ontario Family Studies Home Economics Educators’ Association – <http://www.ofshea.ca>  
Ontario Family Studies Leadership Council – <http://www.ofslc.org>  
Ontario Home Economics Association – <http://www.ohea.on.ca/>  
Ontario Human Rights – <http://www.ohrc.on.ca/>  
Ontario Publications – <http://www.publications.gov.on.ca>  
Parent Soup – <http://www.parentsoup.com/>  
Save The Children: Canada – <http://www.savethechildren.ca/>  
Scholastic Parent & Child: The Learning Link Between Home and School  
– <http://www.scholastic.com/smartparenting/parentandchild/index.htm>  
Sunburst – <http://www.sunburst.com/>  
The Canadian Children’s Book Centre – <http://www.bookcentre.ca/>  
The Vanier Institute of the Family – <http://www.vifamily.ca>  
Today’s Parent – <http://www.todayparent.com>  
UNICEF – <http://www.unicef.ca/>  
Voices for Children – <http://www.voices4children.org/>  
Webforum 2001(Chapter summaries for the Developmental Health and Wealth of Nations text)  
– <http://www.webforum2001.net>  
Zero to Three – <http://www.zerotothree.org/>

## **OSS Considerations**

The Issues in Human Growth and Development course of study is part of the Social Sciences and Humanities curriculum policy document. It is designated as a University/College Preparation course; therefore, it is designed to equip students with the knowledge and skills they need to meet the entrance requirements for university and college programs. The Issues in Human Growth and Development curriculum presents a broad range of expectations that provide students with both the theoretical and the practical skills needed for parenting/care-giving as well as living satisfying and productive lives as independent and responsible members of society. To meet the requirements of the Ontario Secondary School Diploma, students can use this course as an additional compulsory credit, or as one of their twelve optional credits.

This University/College Preparation course allows students to broaden their knowledge of human growth and development; thus, benefiting themselves, their families, and their community. Through a variety of learning activities, students will have many opportunities to further develop their research, critical thinking, communication, interpersonal, and practical skills. In learning to critically analyse issues that deal with human growth and development, students need to be mindful of social justice issues that are prevalent in our society, thus, preparing them to contribute actively in society by promoting a just, equal, and compassionate environment for all.

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Students also have the opportunity to enhance their computer knowledge and skills (e.g., Internet usage, word processing, creation of graphs, etc.), as they use their social science research skills to complete class assignments and projects. Students may elect to create multimedia presentations.

As all students enrolled in this course have taken the Grade 10 Careers course and are in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers should advise students in the Issues in Human Growth and Development course of how they might apply the theory and practical applications they have learned in class through a Cooperative Education experience. Students who intend to pursue higher education in programs such as child and youth care, early childhood education, social work, teaching, nursing, midwifery, medicine, family law, family counselling, speech pathology, sociology, or psychology may want to have some experience in a real-life setting. Many of the positions may require some postsecondary education, which could be obtained through participating colleges and the Ontario Youth Apprenticeship Program (OYAP). The apprenticeship programs currently being offered are as follows: Child and Youth Worker (CYW), Aboriginal Early Childhood Educator, Early Childhood Educator (ECE), and the Early Childhood Educator: Inclusion Practices, which is only granted to an individual who has either the Aboriginal Early Childhood Educator or Early Childhood Educator Certificate of Apprenticeship, or an ECE Diploma or its equivalent.

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## Coded Expectations, Issues in Human Growth and Development, Grade 12, University/College Preparation, HHG4M

### Human Development

#### Overall Expectations

- HDV.01** · demonstrate an understanding of established theories of bonding and attachment;
- HDV.02** · evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;
- HDV.03** · demonstrate an understanding of the consequences of environmental deprivation during early childhood;
- HDV.04** · analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging.

#### Specific Expectations

##### Infant Bonding and Attachment

- HD1.01** – analyse and evaluate factors that contribute to the emotional and physical well-being of a newborn (e.g., nurturing, breast-feeding, security, trust);
- HD1.02** – demonstrate an understanding of issues related to infant bonding and attachment, and investigate the effects of lack of bonding (e.g., failure to thrive, inability to establish meaningful relationships in later life);
- HD1.03** – investigate theories related to the causes and effects of healthy and unhealthy parent–infant relationships (e.g., Freud’s, Offord’s), and summarize their findings;
- HD1.04** – demonstrate an understanding of what constitutes an effective relationship of care-giver and child by applying attachment and bonding theories in a real-life setting.

##### Brain Development in the Early Years

- HD2.01** – explain the relationship between maternal health and well-being and brain development in the child from the neonatal period to age three;
- HD2.02** – demonstrate an understanding of the concept of “environmental deprivation” (e.g., lack of visual stimulation, limited exposure to language, minimal physical contact);
- HD2.03** – demonstrate an understanding of the ways in which babies acquire language and develop intelligence;
- HD2.04** – analyse and evaluate how an individual’s ability to cope with stress relates to early brain development (e.g., as discussed by McCain and Mustard in the *Early Years Study* and by Keating and Hertzman in *Developmental Health and the Wealth of Nations*);
- HD2.05** – investigate the long-term effects of inadequate nurturing and environmental deprivation (e.g., behavioural problems, criminal behaviour), and summarize their findings;
- HD2.06** – explain and evaluate how play-based problem-solving activities can facilitate brain development in children;
- HD2.07** – evaluate the effectiveness of an enriching play-based activity of their own design, implemented in a real-life setting.

##### Changes Throughout the Life Cycle

- HD3.01** – identify the major theories of child development (e.g., Freud’s, Piaget’s, Erikson’s) and evaluate their relevance for today’s society;
- HD3.02** – describe and interpret age-appropriate behaviour for the phases of middle childhood (ages four to eight and nine to twelve);

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**HD3.03** – describe the physical, intellectual, psychological, social, and emotional changes that take place during adolescence and throughout the remaining stages in the life cycle (e.g., development of identity, capacity for abstract thinking, awareness of aging).

## **Socialization and Human Development**

### **Overall Expectations**

**SHV.01** · demonstrate an understanding of the critical role that a family plays in the socialization of its members;

**SHV.02** · investigate and interpret the contributions that schools make to the socialization of individuals across the life span;

**SHV.03** · identify and evaluate the various ways in which the media can be seen as agents of socialization.

### **Specific Expectations**

#### **The Family as an Agent of Socialization**

**SH1.01** – explain how the current social issues and personal challenges that families face (e.g., divorce, unemployment, poverty, dual/single income, stress) affect the socialization of family members;

**SH1.02** – describe the role that the family can play in the positive socialization of its members and how that socialization affects human growth and development (e.g., encourages the formation of meaningful relationships and the development of language and literacy, confidence, and competence);

**SH1.03** – demonstrate an understanding of the impact that negative socialization patterns can have on human growth and development (e.g., family violence, addictions);

**SH1.04** – identify the various school and community programs and projects designed to assist parents in creating positive home environments that foster optimum human development (e.g., family resource centres; parenting centres; Healthy Babies, Healthy Children Program; family-life education programs);

**SH1.05** – describe different theories of parenting (e.g., Baumrind’s) and compare children’s responses to different parenting styles in one or more real-life settings.

#### **The School as an Agent of Socialization**

**SH2.01** – describe the diverse ways in which aspects of the school environment (e.g., teachers, volunteers, peer relationships, play, curriculum, adult-education programs, and extracurricular activities) contribute to the socialization of individuals at various stages of the life cycle;

**SH2.02** – identify through research and critical analysis the social issues that schools face in educating individuals across the life span (e.g., safety, defiance of authority), and evaluate strategies for dealing with these issues;

**SH2.03** – demonstrate an understanding of the impact that parental involvement in the schools can have on a child’s growth and development (e.g., with respect to academic performance, confidence, attendance);

**SH2.04** – describe creative approaches to fostering parental involvement in schools.

#### **The Media as Agents of Socialization**

**SH3.01** – analyse media representations of the family (e.g., in TV sitcoms, advertising, movies, music videos; on the Internet) to identify the inherent values and ideologies;

**SH3.02** – demonstrate an understanding of how the media influence people’s lives (e.g., making lifestyle changes, stereotyping), and evaluate the effectiveness of media censorship;

**SH3.03** – design a set of guidelines for the media that encourages healthy socialization.

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## Self and Others

### Overall Expectations

- SOV.01** · demonstrate an understanding of the critical nurturing and teaching roles of parents and care-givers;
- SOV.02** · analyse the many relationships that are a part of human development;
- SOV.03** · demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development.

### Specific Expectations

#### Parent/Care-giver as Teacher

- SO1.01** – demonstrate an understanding of how parents and care-givers can play a key role in ensuring that children are healthy, secure, and confident (e.g., by nurturing, having a positive attitude, demonstrating empathy);
- SO1.02** – identify and evaluate the stages of parenting (e.g., Galinsky’s model) and the changing role of the primary care-giver as a teacher in a child’s life;
- SO1.03** – analyse the role that temperament plays in the parent–child relationship;
- SO1.04** – identify and analyse the causes and effects of positive and maladjusted parent–child relationships.

#### Relationships With Others

- SO2.01** – describe how the transition to parenthood changes a couple’s relationship (e.g., as described by Jay Belsky and John Kelly);
- SO2.02** – analyse and compare the relationships in a variety of family models (e.g., nuclear families, alternative family groupings);
- SO2.03** – identify the issues that affect the ways in which children relate in a family (e.g., being a single child; a sibling; or an older, middle, or younger child).

#### Communication and Problem Solving

- SO3.01** – demonstrate an understanding of the relationship between verbal communication and cognitive development in children, from infancy to late adolescence;
- SO3.02** – analyse and evaluate the connection between children’s communication skills and the quality of their social interactions (e.g., with peers, parents, other adults);
- SO3.03** – identify problem-solving strategies (e.g., active listening, negotiation, “I messages”) and evaluate their effectiveness as builders of confidence;
- SO3.04** – apply communication and conflict- resolution skills to work effectively as part of a team in a real-life setting.

## Diversity, Interdependence, and Global Connections

### Overall Expectations

- GCV.01** · demonstrate an understanding of the diverse influences that shape human growth and development;
- GCV.02** · explain why social challenges need to be understood within an integrated framework.

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## Specific Expectations

### Diversity and Human Development

- GC1.01** – evaluate and compare various theories of male/female morality (e.g., Kohlberg’s model) in relation to gender differences in moral development (e.g., Gilligan’s model);
- GC1.02** – explain how different societies have developed a sense of morality;
- GC1.03** – describe different forms of socially unacceptable behaviour (e.g., thwarting authority, criminal behaviour, anarchy) and predict their short- and long-term effects in various societies;
- GC1.04** – demonstrate an understanding of the diverse ways in which societies value various aspects of intelligence (e.g., spatial skills in societies that engage in hunting and trapping; linguistic and mathematical skills in modern urban societies);
- GC1.05** – describe how cultural and religious differences affect the roles and responsibilities of parents, children, and others (e.g., of parents as authority figures; of couples in arranged marriages; of men and women in families and in society);
- GC1.06** – recommend, implement, and evaluate strategies for dealing with a special-needs child in a real-life setting;
- GC1.07** – compare child-rearing practices in various contexts (e.g., on a kibbutz, in a nuclear family);
- GC1.08** – explain, through critical analysis, the ways in which personal values and standards evolve, vary, and change with time and circumstance (e.g., from family to family, from situation to situation, across the life cycle).

### Social Challenges in an Integrated Framework

- GC2.01** – explain, from both a historical and a social perspective, how education for parents has evolved over time;
- GC2.02** – describe emerging initiatives promoting shared responsibility between parents and society (e.g., developing caring communities, extending maternity/parental leave, encouraging family-friendly workplaces), and evaluate their effectiveness;
- GC2.03** – demonstrate an understanding of the effects that various economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development;
- GC2.04** – identify and evaluate ways to prevent these factors from negatively affecting human growth and development;
- GC2.05** – demonstrate an understanding of the long-term benefits of early child development and parenting programs on the economic health and well-being of a nation (e.g., as discussed by Keating and Hertzman in *Developmental Health and the Wealth of Nations* and by McCain and Mustard in the *Early Years Study*);
- GC2.06** – identify various human-development initiatives that will assist countries in preparing themselves to meet new global challenges (e.g., as outlined by Keating and Hertzman, and by McCain and Mustard).

## Research and Inquiry Skills

### Overall Expectations

- ISV.01** · use appropriate social science research methods in the investigation of issues related to human growth and development;
- ISV.02** · use appropriate psychological and sociological terminology relating to human growth and development;
- ISV.03** · demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes;
- ISV.04** · communicate the results of their inquiries effectively.

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## **Specific Expectations**

### **Using Research Methodology**

**IS1.01** – demonstrate an understanding of social science research methods (e.g., case study, ethnographic study, narrative inquiry);

**IS1.02** – correctly use psychological terms (e.g., *bonding, attachment*) and socio-economic terms (e.g., *poverty, social status*) associated with human growth and development;

**IS1.03** – use appropriate research and inquiry skills to investigate topics related to human growth and development.

### **Organizing and Analysing Information**

**IS2.01** – demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources (e.g., interviews, questionnaires, Internet sites);

**IS2.02** – use information technology effectively to access and organize the information and data collected;

**IS2.03** – organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development.

### **Communicating Results**

**IS3.01** – communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research (e.g., introduction/background, statement of purpose, description of method(s), data collection, analysis, discussion of results, conclusion);

**IS3.02** – effectively use computer technology to produce and present the results of research inquiries;

**IS3.03** – document sources accurately, using correct forms of citation.

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## Unit 2: Human Development: Brain Development in the Early Years

**Time:** 27 hours

### Unit Description

In this unit, students explore the major theories of brain development as they pertain to young children. The impact of maternal health on neonatal brain development and postnatal brain development is investigated. Particular emphasis is placed on the study of language acquisition and its relationship to cognitive development. Students increase their knowledge of factors that can interfere with brain development and examine how play-based activities can facilitate brain development. For the culminating assignment, students design and implement a play-based activity that encompasses the key learnings from the unit. Students apply an aspect of social science methodology to conduct a review of literature in this unit.

### Strand(s) & Learning Expectations

**Strand(s):** Human Development; Self and Others;

Diversity, Interdependence, and Global Connections; and Research and Inquiry Skills

**Overall Expectations:** HDV.02, HDV.03, HDV.04, GCV.01, SOV.03, ISV.01, ISV.02, ISV.03, ISV.04.

**Specific Expectations:** HD2.01, HD2.02, HD2.03, HD2.04, HD2.05, HD2.06, HD2.07, HD3.01, GC1.04, SO3.01, IS1.01, IS1.02, IS1.03, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03.

### Unit Planning Notes

The teacher should:

- note that resource selection may be time consuming due to the specific nature of the content in this unit; it may be advisable to allow adequate time to research and locate suitable resources/support materials. Introductory Developmental Psychology texts will be helpful in planning this unit. Also note that brain development is a rapidly changing area of study, some of the research from the 1990s is now outdated, and much of the research is still theoretical. As the information within this field continues to evolve, teachers may wish to periodically update their files to stay abreast of current research;
- note that resources that are not specific to an activity, but reflect the overall topic area of brain development are located in Activity 2.1;
- preview video and prepare required handouts, or prepare an alternative Socratic lesson; (Activity 2.1)
- book audio-visual materials and equipment; (Activity 2.1)
- prepare file folders with relevant information on selected theorists; (Activity 2.1)
- collect appropriate resources/support materials; (Activities 2.1, 2.2, 2.3, 2.4, and 2.5)
- book library/resource centre and computer lab; (Activities 2.2, 2.3, and 2.4)
- review school policies on computer/Internet use (safety/censorship) and plagiarism; (Activities 2.2, 2.3, and 2.4)
- research and preview appropriate Internet sites; (Activities 2.2, 2.3, and 2.4)
- prepare or locate case studies on environmental deprivation; (Activity 2.4)
- book guest speaker(s); (Activity 2.5)
- be aware that overall there is a significant amount of reading within this unit, which reflects the academic rigor of the course;
- be sensitive to the gender, ethno/cultural, and religious diversity within the class in the selection and preparation of resources; resources should reflect a bias-free and balanced perspective;

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- consider accommodations that are required to meet the needs of exceptional students and ESL/ELD students;
  - teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.
  - ensure students are aware of proper observation techniques, how to play with children in a day care or classroom setting, appropriate child behaviour guidance techniques, health and safety concerns, and the issues of confidentiality. (Activity 2.5)

## Resources

Activity specific resources are listed with each activity. Resources that are not specific to an activity, but reflect the overall topic/area of brain development are located in Activity 2.1.

## Activity 2.1: Theoretical Perspectives on Brain Development

**Time:** 6 hours

### Description

This activity provides the foundation for the unit and enables students to gain a greater understanding of the brain and how it functions. Students examine several theorists in the field of cognitive development and learning. Through a discussion surrounding the nature-versus-nurture debate, students have the opportunity to formulate their own opinions about the impact of both genetics and the environment in brain development and learning.

### Strands(s) & Learning Expectations

**Strand(s):** Human Development, Research and Inquiry Skills

#### Overall Expectations

HDV.02 - evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;

ISV.02 - use appropriate psychological and sociological terminology relating to human growth and development;

ISV.04 - communicate the results of their inquiries effectively.

#### Specific Expectations

HD3.01 - identify the major theories of child development and evaluate their relevance for today's society;

IS1.02 - correctly use psychological terms and socio-economic terms associated with human growth and development;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research;

IS3.02 - effectively use computer technology to produce and present the results of research inquiries.

### Prior Knowledge & Skills

- Collaborative/Cooperative group skills
- An understanding of the concept of 'theories' and their purpose (Unit1)
- Critical thinking skills
- Computer literacy skills (presentation programs)

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## Planning Notes

The teacher should:

- obtain and preview video; (T/L S 1)
- prepare handouts on anatomy of the brain and a glossary of key terms or alternately prepare a Socratic lesson on brain development; (T/L S 1)
- obtain article(s) that relates to the critical periods (windows of opportunity) of early brain development and prepare question sheet; (T/L S 1)
- prepare visual aids such as overheads for “Theories of Brain Development”; (T/L S 2)
- prepare file folders with relevant information on selected theorists; (T/L S 2)
- prepare handout “Factors That Can Influence Brain Development”; (T/L S 4)
- prepare assessment tools. (T/L S 4 and 5)

## Teaching/Learning Strategies

1. As an introduction to brain development, the teacher shows a video on the topic of brain development that includes the physiology of the brain. The teacher provides the students with relevant diagrams of the anatomy of the brain and a glossary of key terms. Students label the identified parts of the brain. The teacher also discusses neuroscience as a new and emerging field of study. As an alternative, the teacher prepares a Socratic lesson on brain development, incorporating the above topics. For homework, students are provided with an article(s) and question sheet that outlines critical periods of early childhood brain development (windows of opportunity). The following day the teacher reviews the article and answers the question sheet to ensure accuracy and understanding of critical periods of early brain development. **Note:** Using the information learned in this introductory activity, the relationship/connection is then made to the critical periods in early childhood brain development.
2. In order to evaluate theories of brain development effectively, the teacher provides a Socratic lesson (using visual aids such as overheads) on why theories are important to the study of brain development and how to effectively evaluate the theories. Students take notes. In groups of four to five, students are provided with a folder containing information on a theorist whose work includes brain development during early childhood (e.g., Jean Piaget, Noam Chomsky, Lev Semenovich Vygotsky, Urie Bronfenbrenner, John Watson, Maria Montessori, and Howard Gardner). As a group, students determine the following:
  - Basic premise of the theory;
  - Strengths/weaknesses and possible biases of the theory using the information from the Socratic lesson and the visual aids such as overheads;
  - The relevance of the theory for society and for our current understanding of brain development as it relates to early childhood.
3. Each group reports the information to the class using an overhead, presentation software, or handout. Students are responsible for taking notes if an overhead or presentation software is utilized.
4. The teacher leads the class in a brainstorming activity. Students identify factors that can influence brain development and classify them as either genetic or environmental. **Note:** The teacher may need to prompt students to ensure that factors are identified. Students record the information on their handout, “Factors That Can Influence Brain Development,” in either the column for genetic factors or environmental factors, which will be handed in for assessment.
5. The concept of the nature-versus-nurture debate as applied to brain development and learning is introduced. Students write a personal position paper stating their position on the nature-versus-nurture debate. They must support their position using information from the video or Socratic lesson, readings assigned, group presentations on theorists, and the brainstorming activity. Students submit their personal position papers for assessment.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Student Notes: “Factors That Can Influence Brain Development” (T/L S 4)	Criterion-Referenced Checklist	Formative	Knowledge/Understanding
Personal Position Paper: Nature versus Nurture (T/L S 5)	Rating Scale	Summative	Knowledge/Understanding Communication

### Accommodations

- Students who have difficulty with written communication could present their position on the nature versus nurture debate assignment orally or on audio tape, (T/L S 5)
- For enrichment, students can research additional theorists to strengthen their position on the nature-versus-nurture argument and participate in a formal debate, (T/L S 5)
- For enrichment, students could research and submit a report on a topic of interest relating to brain development (e.g., the effects that exposure to music in the womb have on brain development, learning to play a musical instrument has an impact on intellectual ability, multiple intelligences, improving memory and study skills through the knowledge of brain functioning).

### Resources – General for the Unit

#### Teacher Resources

Keating, Daniel P. and Clyde Hertzman. *Developmental Health and the Wealth of Nations*. New York, NY: The Guilford Press, 1999. ISBN 1-57230-455-3

Howard, Pierce J. *The Owner’s Manual for The Brain: Everyday Applications from Mind-Brain Research*, 2nd ed. Atlanta: Bard Press, 2000. ISBN 1885167-41-5

Jensen, Eric. *Teaching With the Brain in Mind*. Alexandria, VA: ASCD (Association for Supervision and Curriculum Development), 1998. ISBN 0-87120-299-9

Smith, Peter, Helen Cowi, and Mark Blades. *Understanding Children’s Development*, 3rd ed. Malden: Blackwell Publishers Inc., 1998. ISBN 0-631-19412-6

#### Teacher/Student Resources

Cunningham, Mary, Eva Meriorg and Laura Trysenaar. *Parenting in Canada Today*. Ontario, Canada: Irwin Publishing, 2003. ISBN 07725-29434

Lansdown, Richard and Marjorie Walker. *Your Child’s Development from Birth to Adolescence*. London: Frances Lincoln Limited, 1996. ISBN 0-7112-1114-0

LeDoux, Joseph. *The Emotional Brain*. New York: Simon and Schuster, 1996. ISBN 0297841084

Papalia, Diane E., Sally Olds Wendkos, and Ruth Feldman Duskin. *Human Development*, 7th ed. Boston: McGraw-Hill, 1998. ISBN 0-07-048772-3

Shapiro, Lawrence. *How to Raise a Child with a High EQ*. New York: Harper Collins Publishers, 1997. ISBN 0-06-018733-6

Stassen Berger, Kathleen and Ross A. Thompson. *The Developing Child Through Childhood*. New York: Worth Publishers, 1996. ISBN 1-57259-016-5

#### Booklets/Pamphlets/Reports

McCain, The Honourable Margaret Norrie, and J.F. Mustard. *Reversing the Real Brain Drain: Early Years Study Final Report*. Canadian Institute for Advanced research, 1999. ISBN 0-7778-8953-6

National Council of Welfare. “Healthy Parents, Healthy Babies.” Ottawa: Minister of Public Works and Government Services Canada, 1997. Cat. No> H68-42/1997E. ISBN 0-662-25790-1

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## Periodicals/Articles

Special 2000 Edition. "Your Child." *Newsweek*, (Fall/Winter 2000)

## Videos

*Five and Six Year Olds*. (Learning Seed) McIntyre Media Inc., 2002. #200136-61R2

*The Adult Brain: To Think by Feeling*. Thirteen WNET. P.O. Box 2284 South Burlington, VT, 05407. (1-800-336-1917) Item # WX823

*The Aging Brain: Through Many Lives*. Thirteen WNET. P.O. Box 2284 South Burlington, VT, 05407. (1-800-336-1917) Item # WX824

*The Baby's Brain: Wider Than the Sky*. Thirteen WNET. P.O. Box 2284 South Burlington, VT, 05407. (1-800-336-1917) Item # WX820

*The Child's Brain: Syllable From Sound*. Thirteen WNET. P.O. Box 2284 South Burlington, VT, 05407. (1-800-336-1917) Item # WX821

*The Developing Adult Series: Early Adulthood-Cognitive Development*. (Magna Systems Inc.) McIntyre Media Inc., 1999. #520017-61R2

*The Teenage Brain: A World of Their Own*. Thirteen WNET. P.O. Box 2284 South Burlington, VT, 05407. (1-800-336-1917) Item # WX822

## Websites

ABCs of Parenting – <http://www.abcparenting.com/>

Association for Supervision and Curriculum Development ASCD – <http://www.ascd.org/>

Canadian Institute of Child Health – <http://www.cich.ca/>

Canadian Paediatric Society – <http://www.cps.ca>

Canadian Institute for Advanced Research – <http://www.ciar.ca>

Keating, Daniel P. Human Development Program

– <http://webserver.ciar.ca/web/home.nsf/CIARResearch?Open>

Child and Family Canada – <http://www.cfc-efc.ca/>

Indiana University P540 Learning and Cognition - Funderstanding

– [http://www.funderstanding.com/about\\_learning.cfm](http://www.funderstanding.com/about_learning.cfm)

Electronic Library Canada (registration required) – <http://www.elibrary.ca/>

Early Years Study (207 pages) – <http://www.childsec.gov.on.ca>

Get Set for Life – <http://www.getsetforlife.ca>

Invest in Kids Foundation – <http://www.investinkids.ca>

Growing Healthy Canadians: A Guide for Positive Child Development

– <http://www.growinghealthykids.com/>

Invest in Kids Foundation – <http://www.investinkids.ca/>

Ontario Children's Secretariat – <http://www.childsec.gov.on.ca/>

Ontario Prevention Clearinghouse – <http://www.opc.on.ca/>

National Centre for Early Development and Learning – <http://www.fpg.unc.edu/~nced/>

National Library of Canada – <http://www.nlc-bnc.ca/>

Parenthood – <http://www.parenthood.com/>

Parenting Me – <http://www.parentingme.com/>

The Vanier Institute of the Family – <http://www.vifamily.ca>

The Virtual Faculty – <http://www.massey.ac.nz/~alock/virtual/welcome.htm>

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Today's Parent – <http://www.todaysparent.com>  
Voices for Children – <http://www.voices4children.org>  
Zero to Three – <http://www.zerotothree.org/>

### Resources for Activity 2:1

#### **Teacher Resource**

Bruer, John T. *The Myth of the First Three Years: A New Understanding of Early Brain Development and Life Long Learning*. New York: The Free Press, 1999. ISBN 0-684-85184-9

Jensen, Eric. *Arts With the Brain in Mind*. Alexandria, VA: ASCD (Association for Supervision and Curriculum Development), 2001. ISBN 0-87120-514-9

Keating, Daniel P. and Clyde Hertzman. *Developmental Health and the Wealth of Nations*. New York, NY: The Guilford Press, 1999. ISBN 1-57230-455-3

Wolf, Patricia. *Brain Matters. Translating Research into Classroom Practice*. Alexandria, VA: ASCD (Association for supervision and Curriculum Development), 2001. ISBN 0-87120-517-3

#### **Teacher/Student Resources**

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: ASCD (Association for Supervision and Curriculum Development), 2000. ISBN 0-87120-376-6

Barnet, Ann B. and Richard J. Barnet. *The Youngest Minds*. New York: Simon & Schuster, 1998. ISBN 0-684-85440-6

Eliot, Lise. *What's Going On In There? How the Brain and Mind Develop in the First Five Years of Life*. New York: Bantam Books, 2000. ISBN 0-553-37825-2

Gopnik, Alison, Andrew N. Meltzoff, and Patricia K. Kuhl. *The Scientist in the Crib: Minds, Brains, and How Children Learn*. New York: William Morrow and Company, Inc., 1999. ISBN 0-688-15988-5

Papalia, Diane E., Sally Olds Wendkos, and Ruth Feldman Duskin. *Human Development*, 7th ed. Boston: McGraw-Hill, 1998. ISBN 0-07-048772-3

Shore, Rima. *Rethinking the Brain: New Insights into Early Development*. New York: Families and Work Institute, 1997. ISBN 1-888324-04-X

Stassen Berger, Kathleen and Ross A. Thompson. *The Developing Child Through Childhood*. New York: Worth Publishers, 1996. ISBN 1-57259-016-5

Watson, Linda D., et al. *Infants and Toddlers*. 1st Canadian ed. Scarborough, Ontario: Nelson Thomson Learning, 2000. ISBN 0-17-616784-6

#### **Periodicals/Articles**

##### **Teacher Resources**

Barinaga, Marcia. "A Critical Issue For the Brain." *Science*, Vol. 288, Issue 5474 (June 23, 2000): 2116-2119

Johnson, Mark H. "Into the Minds Of Babes." *Science*, Vol. 286, Issue 5438 (October 8, 1999): 247

Thompson, Ross A. "Early Brain Development and Social Policy." *Policy and Practice of Public Human Services*, Vol. 56, Issue 2 (August 1998): 66-67

##### **Teacher/Student Resources**

Begley, Sharon and Mary Hager. "Your Child's Brain." *Newsweek*, Vol. 127, Issue 8 (February 19, 1996): 54-61

"Brain Development: Frequently Asked Questions" – <http://zerotothree.org/brainwonders/FAQ.html>

"Brain Development is Remarkable During The First Few Years." *USA Today Magazine*, Vol. 128, Issue 2651 (August 1999): 8-9

Epstein, Bruce A. "The Importance of Early Brain Development"  
– [http://www.allkids.org/Epstein/Articles/Brain\\_Development.html](http://www.allkids.org/Epstein/Articles/Brain_Development.html)

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“From Neurons to Neighbourhoods” – <http://zerotothree.org/parent.html?load=NAS-report.html>  
Lach, Jennifer. “Cultivating The Mind.” *Newsweek*, (Spring/Summer 1997): 38-39  
Muha, Laura. “Your Baby’s Amazing Brain.” *Parenting*, (Special Edition, Fall 1999): 40-46  
Nash, Madeleine J. “Fertile Minds.” *Time*, Vol. 149, Issue 5 (February 3, 1997): 48-56  
Reichert, Bonny. “What Have the Men in White Lab Coats Taught Us About Bringing Up Babies?”  
*Today’s Parent Baby & Toddler*, (Special Edition, Autumn/Winter 2001)  
Steinhauer, Paul. “Windows of Opportunity: Raising a Healthy Child Depends on Time - Timing”  
– <http://www.cfc-efc.ca/docs/vocfc/00001087.htm>  
UGA College of Family and Consumer Services Cooperative Extension Services. “Better Babies”  
– <http://fcs.uga.edu/pubs/current/FACS01-CS.php3>

### **Games/Kits**

*What a Child Will Be Depends on You and Me: A Resource Kit For a Child’s First Five Years*. Invest in Kids Foundation. 2000.

### **Videos**

*Five and Six Year Olds*. (Learning Seed) McIntyre Media Inc., 2002. #200136-61R2  
*The First Years Last Forever*. (Johnson & Johnson) Produced by New Screen Concepts/Reiner Foundation, 1997.  
*Theories of Development*. (Magna Systems, Inc.) McIntyre Media Inc., 1997. #520041-61R2

### **Websites**

American Psychological Association – <http://www.apa.org/psychnet/>  
Brain Development – <http://faculty.washington.edu/chudler/dev.html>  
Creative Management Consultants - Brain and Neuroscience Links  
– <http://www.cmc.net.au/quality/links.htm>  
Dictionary of Philosophy of Mind – <http://www.artsci.wustl.edu/~philos/MindDict/index.html>  
Early Years Study (207 pages) – <http://www.childsec.gov.on.ca/>  
Indiana University P540 Learning and Cognition - Funderstanding  
– [http://www.funderstanding.com/ABOUT\\_LEARNING.CFM](http://www.funderstanding.com/ABOUT_LEARNING.CFM)  
Invest in Kids Foundation – <http://www.investinkids.ca>  
MIT CogNet (need to register) – <http://cognet.mit.edu/>  
The Virtual Faculty – <http://www.massey.ac.nz/~alock/virtual/welcome.htm>  
Webforum 2001(Chapter summaries for the Developmental Health and Wealth of Nations text)  
– <http://www.webforum2001.net>  
Zero to Three – <http://www.zerotothree.org/>

## **Activity 2.2: Maternal Health Matters**

**Time:** 5 hours

### **Description**

In this activity, students individually research and prepare a fact sheet on maternal health and well-being. In small groups they use their fact sheet information to design a pamphlet on the possible effects of maternal health and well-being on brain development in children. Particular emphasis is placed on the effects observed in children from the neonatal stage to the age of three.

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## **Strand(s) & Learning Expectations**

**Strand(s):** Human Development, Research and Inquiry Skills

### **Overall Expectations**

HDV.02 - evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;

ISV.01 - use appropriate social science research methods in the investigation of issues related to human growth and development;

ISV.03 - demonstrate an understanding of how to access, organize, analyse and evaluate information for research purposes;

ISV.04 - communicate the results of their inquiries effectively.

### **Specific Expectations**

HD2.01 - explain the relationship between maternal health and well-being and brain development in the child from the neonatal period to age three;

IS1.03 - use appropriate research and inquiry skills to investigate topics related to human growth and development;

IS2.01 - demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources;

IS2.02 - use information technology effectively to access and organize the information and data collected;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research.

### **Prior Knowledge & Skills**

- Collaborative/Cooperative group skills
- Library research skills

### **Planning Notes**

The teacher should:

- prepare “Maternal Health Matters” mini presentation; (T/L S 1)
- book library/resource centre and computer lab; (T/L S 2)
- develop list of research topics such as maternal nutrition, stress, well-being, lifestyle habits, medical care, sexually transmitted diseases, drugs, alcohol, smoking, environmental pollutants, medications, etc.; (T/L S 2)
- prepare assessment tools; (T/L S 2, 3, and 5)
- be sensitive to the fact that students themselves may have experienced some of the issues covered in this area. Also, be aware of possible personal disclosures from students.

### **Teaching/Learning Strategies**

1. As an introduction to this activity, the teacher provides a mini presentation entitled “Maternal Health Matters.” Through the use of overheads, photographs or other visual aids, the teacher provides examples of significant effects of maternal health on brain development using examples for neonatal to age three.
2. In groups of three or four, students are provided with a topic that relates to maternal health and well-being. Students do an Internet search to research the topic in order to obtain the following information:
  - Overview of the topic area as it relates to brain development;
  - Possible connections to brain development with emphasis on the stage of neonatal to age three.

3. Using their notes from Strategy 2, individually, students prepare a fact sheet on “Maternal Health” that is shared with their group members. Within their group, students share their fact sheets and come to a consensus on the shared information to be distributed during their group presentation (T/L S 4). Individually, students submit their research notes and original fact sheet for assessment.
4. In their same groups, students prepare a presentation on “Maternal Health” in which they act as public health professionals, and the audience (their peers) represents expectant mothers and fathers in a prenatal class.
5. For homework, students select a particular topic area of interest from the Teaching/Learning Strategies in this activity and develop a list of criteria for a community-based health program for at risk mothers (families) with particular emphasis on the prenatal/postnatal period to age three. Students submit their list of criteria for assessment. Students then analyse their criteria by comparing it to an existing program (e.g., Healthy Babies, Healthy Children, etc.).

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Student Research Notes: “Maternal Health” (T/L S 2)	Criterion-Referenced Checklist	Formative	Knowledge/Understanding
Original Fact Sheet: “Maternal Health”(T/L S 3)	Criterion-Referenced Checklist	Formative	Knowledge/Understanding Communication
Criteria for a Community-Based Health Program (T/L S 5)	Criterion-Referenced Rating Scale	Summative	Knowledge/Understanding

### Accommodations

- Exceptional students can work with a partner to produce research notes and a sample fact sheet. (T/L S 2 and 3)
- For enrichment, students could produce a game covering the main topics/areas as they relate to development, which could be used in the Grade 11 Parenting course. (T/L S 3)

### Resources

#### Teacher Resource

Keating, Daniel P. and Clyde Hertzman. *Developmental Health and the Wealth of Nations*. New York, NY: The Guilford Press, 1999. ISBN 1-57230-455-3

Thompson, Ross A. “Early Brain Development and Social Policy.” *Policy and Practice of Public Human Services*, Vol. 56, Issue 2 (August 1998): 66-67

#### Teacher/Student Resources

Fact Sheet #4: “The Early Years” – <http://www.cfc-efc.ca/docs/vocfc/00000794.htm>

“From Neurons to Neighbourhoods” – <http://zerotothree.org/parent.html?load=NAS-report.html>

Health Canada Executive Summary: “Nutrition for Healthy Term Infants”  
– <http://www.hc-sc.gc.ca/english/media/releases/1998/9825ebk2.htm>

Ministry of Health and Long Term Care: “Implementation Guidelines for the Healthy Babies, Healthy Children Program” – Phase 1 – <http://www.gov.on.ca/health/english/pub/child/hbabies.html>

Kaplan, Sheila and Jim Morris. “Kids At Risk.” *U.S. News & World Report*, Vol. 128, Issue 24 (June 19, 2000): 46-53

Key, Sandra W. and Maryclaire Lindgren. “Maternal Stress and Stress Hormones May Influence - Fetal Brain Development.” *Women’s Health Weekly*, (March 29, 1999 – April 5, 1999.): 12- 14

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“Ontario Increases Funding and Expands Services for Mothers and Newborns”  
– <http://www1.newswire.ca/government/ontario/english/releases/April2000/17/c4400.html>  
“The First Duty-Report of the Metro Task Force on Service to Young Children and Families”  
– <http://metrotor.on.ca/tskforce/index.html>  
UGA College of Family and Consumer Services Cooperative Extension Services. “Better Babies”  
– <http://fcs.uga.edu/pubs/current/FACS01-CS.php3>  
Ziwicka, Kristine. “Smart Foods.” Parenting, (Special Edition Fall 1999): 91

### **Websites**

Best Start Community Action for Healthy Babies – <http://www.opc.on.ca/beststart/newsletters>  
Canadian Paediatric Society – <http://www.cps.ca/>  
Caring for Kids – <http://www.caringforkids.cps.ca/babies/index.htm>  
Early Years Study (207 pages) – <http://www.childsec.gov.on.ca>  
Health Canada – <http://www.hc-sc.gc.ca/>  
Ministry of Long-Term Care. “Implementation Guidelines for the Healthy babies, Healthy Children Program” – Phase 1 – <http://www.gov.on.ca/health/english/pub/child/hbabies.html>  
Motherisk (Hospital for Sick Children) – <http://www.motherisk.org>  
Parenting Me – <http://www.parentingme.com/>  
Sudbury Better Beginnings Better Futures Association: Reweaving the Fabric of Community  
– [http://www.cfc-efc.ca/menu/sociss\\_en.htm](http://www.cfc-efc.ca/menu/sociss_en.htm)  
Webforum 2001 (Chapter summaries for the Developmental Health and Wealth of Nations text)  
– <http://www.webforum2001.net>

## **Activity 2.3: Baby Talk: Language Acquisition and Cognitive Development**

**Time:** 4 hours

### **Description**

Students gain a greater understanding of how babies acquire language. The relationship between verbal communication and cognitive development is addressed. Students also gain insight into the societal and cultural expectations and values of language development and its relationship to intelligence.

### **Strand(s) & Learning Expectations**

**Strand(s):** Human Development, Self and Others,  
Diversity, Interdependence, and Global Connections and Research and Inquiry Skills

### **Overall Expectations**

HDV.02 - evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;  
SOV.03 - demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development;  
GCV.01 - demonstrate an understanding of the diverse influences that shape human growth and development;  
ISV.01 - use appropriate social science research methods in the investigation of issues related to human growth and development;  
ISV.03 - demonstrate an understanding of how to access, organize, analyse and evaluate information for research purposes;  
ISV.04 - communicate the results of their inquiries effectively.

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### Specific Expectations

HD2.03 - demonstrate the ways in which babies acquire language and develop intelligence;

SO3.01 - demonstrate an understanding of the relationship between verbal communication and cognitive development in children, from infancy to late adolescence;

GC1.04 - demonstrate an understanding of the diverse ways in which societies value various aspects of intelligence,

IS1.03 - use appropriate research and inquiry skills to investigate topics related to human growth and development;

IS2.02 - use information technology effectively to access and organize the information and data collected;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research.

### Prior Knowledge & Skills

- Knowledge of Think/Pair/Share learning strategy
- Knowledge of jigsaw learning strategy
- Ability to précis a resource

### Planning Notes

The teacher should:

- collect a series of resources (articles, section in textbooks, etc) that relate to children's language acquisition and cognitive development; (T/L S 2)
- develop worksheet "Communication and Learning From Infancy to Adolescence"; (T/L S 3)
- prepare assessment tools; (T/L S 3 and 5)
- search for Internet sites relating to society/culture and language. (T/L S 4)

### Teaching/Learning Strategies

1. Using a Think/Pair/Share learning strategy, students are asked to individually brainstorm five ways that they think babies acquire language. Some examples may include, songs, rhymes, talking, and reading to children, etc. Next, they share and discuss their ideas with a partner and add additional examples to their list. The teacher leads a class discussion on how language is developed versus enhanced by asking partners to share their ideas. Students continue to add additional examples to their list from the entire class discussion.
2. Students work in groups of four to six for a jigsaw activity. The teacher provides students in the expert group with a resource (articles, sections in textbook, etc) that relates to how babies/children acquire language and develop intellectually (e.g., a theory on the biological acquisition of language). In their expert group, students précis the article and record general concepts relating to language acquisition and cognitive development; they then share this information with their peers in their home group. Students record in their notes the various ways that children acquire language and in turn develop intelligence. **Note:** Some articles may focus more on language acquisition and not its relationship to intellectual development; therefore, students may have to infer some connections between the two. Using a class discussion, the teacher reviews the major concepts to ensure accuracy of information.
3. Individually, students are provided with a worksheet in chart format entitled "Communication and Learning From Infancy to Adolescence." In the first column, using textbooks and/or resource books, students record the major milestones of cognitive development based on the age category provided (e.g., infants, toddlers, preschoolers, school age children and adolescents). In the second column, students indicate how verbal communication relates to the milestones of cognitive development for each of the age categories. Students submit their work for assessment.

4. Students research societal and cultural aspects of language acquisition using the Internet sites provided by the teacher. Some examples include the following: second languages, dialects, and the importance of language in various societies/cultures.
5. Students write an article/brochure that could be submitted to a parenting magazine outlining key concepts parents should know about language development in their children. Students should draw on the key learnings from this activity to develop their article/brochure (“Key Concepts About How Children Develop Language”). Students submit their article/brochure for evaluation.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Worksheet: “Communication and Learning From Infancy to Adolescence” Worksheet. (T/L S 3)	Criterion-Referenced Checklist	Formative	Knowledge/ Understanding
Students write a Parenting Magazine Article/Brochure: “Key Concepts About How Children Develop Language” (T/L S 5)	Rubric or Rating Scale	Summative	Knowledge/ Understanding Thinking/Inquiry Communication

### Accommodations

- Exceptional students may work with a partner to complete worksheet. (T/L S 3)
- For enrichment, students could interview a speech pathologist for additional information to be included in their magazine article. (T/L S 5) **Note:** Student interview questions should be approved by the teacher, department head and/or principal to align with school and board policy.

### Resources

#### Teacher Resources

Keating, Daniel P. and Clyde Hertzman. *Developmental Health and the Wealth of Nations*. New York, NY: The Guilford Press, 1999. ISBN 1-57230-455-3

Smith, Peter, Helen Cowi, and Mark Blades. *Understanding Children’s Development*, 3rd ed. Malden: Blackwell Publishers Inc., 1998. ISBN 0-631-19412-6

#### Teacher/Student Resources

Apel, Kenn and Julie Masterson. *Beyond Baby Talk*. Roseville, California: Prima Publishing, 2001. ISBN 0-7615-2647-1

Gopnik, Alison, Andrew N. Meltzoff, and Patricia K. Kuhl. *The Scientist in the Crib: Minds, Brains, and How Children Learn*. New York: William Morrow and Company, Inc., 1999. ISBN 0-688-15988-5

Michnick Golinkoff, Roberta and Kathy Hirsh-Pasek. *How Babies Talk: The Magic & Mystery of Language in the First Three Years of Life*. New York: Penguin Putnam Inc., 2000. ISBN 0-452-28173-3

Papalia, Diane E., Sally Olds Wendkos, and Ruth Feldman Duskin. *Human Development*, 7th ed. Boston: McGraw-Hill, 1998. ISBN 0-07-048772-3

Stassen Berger, Kathleen and Ross A. Thompson. *The Developing Child Through Childhood*. New York: Worth Publishers, 1996. ISBN 1-57259-016-5

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### Periodicals/Articles

Brownlee, Shannon. "Baby Talk." *U.S. News & World Report*, Vol.124, Issue 23 (June 15, 1998): 48-54

Fact Sheet #31: Canadian Child Care Federation. "Encouraging Language Acquisition in Young Children" – [http://www.cfc-efc.ca/docs/cccf/rs031\\_en.htm](http://www.cfc-efc.ca/docs/cccf/rs031_en.htm)

Lefevre, Jo-Anne. "Research on the Development of Academic Skills: Introduction to the Special Issue on Early Literacy and Early Numeracy," *Canadian Journal of Experimental Psychology* – [http://www.cpa.ca/cjep/edito\\_eng.html](http://www.cpa.ca/cjep/edito_eng.html)

### Websites

Early Literacy – <http://www.zerotothree.org/brainwonders/Earlyliteracy.html>

Growing Healthy Canadians: A Guide for Positive Child Development  
– <http://www.growinghealthykids.com/>

Language Acquisition-How a Child Learns to Speak – <http://www.parenthood.com/>

Parenting Me – <http://www.parentingme.com/>

Webforum 2001(Chapter summaries for the Developmental Health and Wealth of Nations text)  
– <http://www.webforum2001.net>

## Activity 2.4: Environmental Deprivation and Its Long Term Effects

**Time:** 4 hours

### Description

Students explore various ways that children can be deprived of adequate nurturing and stimulation and investigate possible future outcomes for these children. They choose an area of interest and prepare a review of literature. Students then summarize their findings to determine specific outcomes of inadequate nurturing and environmental deprivation.

### Strand(s) & Learning Expectations

**Strand(s):** Human Development and Research and Inquiry Skills

#### Overall Expectations

HDV.02 - evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;

HDV.03 - demonstrate an understanding of the consequences of environmental deprivation during early childhood;

ISV.01 - use appropriate social science research methods in the investigation of issues related to human growth and development;

ISV.03 - demonstrate an understanding of how to access, organize, analyse, and evaluate information for research purposes;

ISV.04 - communicate the results of their inquiries effectively.

#### Specific Expectations

HD2.02 - demonstrate an understanding of the concept of "environmental deprivation",

HD2.04 - analyse and evaluate how an individual's ability to cope with stress relates to early brain development,

HD2.05 - investigate the long-term effects of inadequate nurturing and environmental deprivation, and summarize their findings;

IS1.01 - demonstrate an understanding of social science research methods;

IS2.01 - demonstrate effective data-collection skills, including the ability to gather and select relevant information from a variety of primary and secondary sources;

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IS2.03 - organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research;

IS3.03 - document sources accurately, using correct forms of citation.

### **Prior Knowledge & Skills**

- Social Science Research Skills
- Collaborative/Cooperative group skills
- Library research skills
- Critical thinking skills

### **Planning Notes**

The teacher should:

- prepare sample case studies dealing with emotional deprivation/stressful environments; (T/L S 1)
- collect sample documents such as “The Early Years Report”; (T/L S 3)
- prepare assessment tools; (T/L S 2, 3 and 4)
- teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.

### **Teaching/Learning Strategies**

1. In groups of two to three, students are provided with a case study (studies) that deals with environmental deprivation and/or factors that contribute to stressful environments for developing children (e.g., lack of visual stimulation, limited exposure to language, minimal physical contact, poverty, inadequate nutrition, lack of parenting, skills, etc). As a group, students read and identify how the children in the case study (studies) are being environmentally deprived and/or exist in a stressful environment. The teacher leads a class discussion on environmental deprivation/stressful environments using the results of the case studies as a basis for discussion. Students record examples of environmental deprivation and stressful environments in their notes.
2. For homework, students use the information in their notes from T/L S 1 to predict possible long-term effects for children who were raised in stressful and/or emotionally deprived environments (e.g., behavioural problems, criminal behaviour). Students submit their predictions providing a rationale for their ideas for assessment. Once evaluated, the teacher leads a class discussion on possible future outcomes for children raised in emotionally-deprived or stressful environments. Students add additional information to their notes for completeness.
3. For homework, students are provided with a reading and corresponding questions from a source such as the “Early Years Report.” They identify and summarize any additional examples of stressful/environmentally-deprived situations, short term/long term effects on the development of children, and examples of programs that would benefit these children. Students submit their summaries for assessment.
4. Individually, students select a topic (issue) of interest from any of the first three strategies and complete a review of literature focusing on the long-term effects of the topic/issue selected. Students are required to provide a critique for each source noting its validity, reliability, etc. as well as a point form summary of notes. Students then compile the information in a report format following the guidelines of social science methodology including appropriate referencing and a list of the works cited. **Note:** Students follow parameters as outlined above. Students submit their written report for evaluation.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Student Predictions: Long Term Effects on Children Raised in Emotionally Deprived/Stressful Environments (T/L S 2)	Criterion-referenced checklist	Formative	Thinking/Inquiry Communication
Summary of “Early Years Report” or similar document. (T/L S 3)	Criterion-referenced checklist	Summative	Knowledge/ Understanding Communication
Written Report (T/L S 4)	Rubric or Rating Scale	Summative	Thinking/Inquiry Communication Application

## Accommodations

- Students who have difficulty with written communication can prepare an oral presentation to the teacher/class and submit research notes; (T/L S 3)
- For enrichment, students use the findings from their research (T/L S 3) and write a letter supporting a family service in their community. For example, junior kindergarten, mandatory lunch programs, early years projects, etc.;
- For enrichment, students could research how resiliency in children impacts on the effects of environmental stress and/or critical periods for optimal development.

## Resources

### Teacher Resource

Keating, Daniel P. and Clyde Hertzman. *Developmental Health and the Wealth of Nations*. New York, NY: The Guilford Press, 1999. ISBN 1-57230-455-3

### Periodicals/Articles

Collins, James and Ann Blackman. “The Day-Care Dilemma.” *Time*, Vol. 149, Issue 5 (February 3, 1997): 58-61

Cynander, Max and Fraser Mustard. “Early Stimulation Aids Brain Development, Increases Competence, Decreases Cost To Society.” *Brown University Child & Adolescent Behaviour Letter*, Vol. 14, Issue 7 (July 1998): 7-9

Fact Sheet #4: “The Early Years” – <http://www.cfc-efc.ca/docs/vocfc/00000794.htm>

Hertzman, Clyde and Michele Wiens. “Child Development and Long-Term Outcomes: A Population Health Perspective and Summary of Successful Interventions” – <http://www.ciar.ca/>

Keating, Daniel. P. “Human Development Program”

[http://webserver.ciar.ca/\\_852568FF00541355.nsf/\(search\)/7F3897FA93EA17138825644C00706AAE?opendocument&highlight=daniel%20keating](http://webserver.ciar.ca/_852568FF00541355.nsf/(search)/7F3897FA93EA17138825644C00706AAE?opendocument&highlight=daniel%20keating)

Johnson, Mark H. “Into the Minds Of Babies.” *Science*, Vol. 286, Issue 5438 (October 8, 1999): 247

Steinhauer, Paul. “Windows of Opportunity: Raising a Healthy Child Depends on Time – Timing” – <http://www.cfc-efc.ca/docs/vocfc/00001087.htm>

“The First Duty-Report of the Metro Task Force on Service to Young Children and Families” – <http://children.metrotor.on.ca/taskforce/index.html>

Thompson, Ross A. “Early Brain Development and Social Policy.” *Policy and Practice of Public Human Services*, Vol. 56, Issue 2 (August 1998): 66-67

Webforum 2001 (Chapter summaries for the *Developmental Health and Wealth of Nations* text) – <http://www.webforum2001.net>

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## Videos

Understanding Childhood Trauma Series: Identifying and Responding to Trauma in Ages 0 to 5 Years Old. (Magna Systems, Inc.) McIntyre Media Inc., 2001. #520031-61R2

Understanding Childhood Trauma Series: The Brain: Effects of Childhood Trauma. (Magna Systems, Inc.) McIntyre Media Inc., #520030-61R2

Understanding Childhood Trauma Series: Trauma & Healing. (Magna Systems, Inc.) McIntyre Media Inc., # 520034-61R2

## Websites

Canadian Institute of Child Health – <http://www.cich.ca/>

Canadian Institute for Advanced Research – <http://www.ciar.ca/>

Early Years Study (207 pages) – <http://www.childsec.gov.on.ca>

Keating, Daniel P. Human Development Program

– [http://webserver.ciar.ca/web/home.nsf/CIARResearch? Open](http://webserver.ciar.ca/web/home.nsf/CIARResearch?Open)

National Association for the Education of Young Children – <http://www.naeyc.org/>

Ontario’s Children – Ontario’s Future

– [http://www.childsec.gov.on.ca/1\\_main\\_level\\_site\\_pages/ont\\_children\\_ont\\_future.html](http://www.childsec.gov.on.ca/1_main_level_site_pages/ont_children_ont_future.html)

## Activity 2.5: Play Is Children’s Work

**Time:** 8 hours

### Description

Students explore the critical role that play-based problem-solving activities have in facilitating brain development in children. For a culminating activity, students design, implement, and evaluate an enriching play-based activity in a real-life setting.

### Strand(s) & Learning Expectations

**Strand(s):** Human Development and Research and Inquiry Skills

#### Overall Expectations

HDV.02 - evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;

HDV.04 - analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging;

ISV.03 - demonstrate an understanding of how to access, organize, analyse and evaluate information for research purposes;

ISV.04 - communicate the results of their inquiries effectively.

#### Specific Expectations

HD2.03 - demonstrate an understanding of the ways in which babies acquire language and develop intelligence;

HD2.06 - explain and evaluate how play-based problem-solving activities can facilitate brain development in children;

HD2.07 - evaluate the effectiveness of an enriching play-based activity of their own design, implemented in a real-life setting;

HD3.01 - identify the major theories of child development and evaluate their relevance for today’s society;

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IS2.03 - organize, analyse, and evaluate the quality of the information gathered through research on a particular aspect of human growth and development;

IS3.01 - communicate the results of their investigations effectively in oral presentations and written reports and essays, using an appropriate format for social science research.

### **Prior Knowledge & Skills**

- Collaborative/Cooperative group skills
- Child observation techniques (Unit 1)

### **Planning Notes**

The teacher should:

- book guest speaker; (T/L S 1)
- assemble a series of toys, games; activities, etc. that involve play-based problem solving. It would be beneficial to obtain toys appropriate for various age groups and both genders; (T/L S 2)
- prepare and teach a lesson on proper observation techniques regarding children's play, behaviour guidance strategies, health and safety concerns and the issues of confidentiality within a day care or classroom setting. These issues should be addressed prior to the students' implementation of their play-based activity; (T/L S 3)
- prepare assessment tools. (T/L S 1 and 3 D)

### **Teaching/Learning Strategies**

1. The teacher invites a guest speaker(s) (e.g., day-care worker, nursery school teacher, primary school teacher, etc.) to discuss the importance of play with a particular emphasis on the integration of play-based problem solving in program planning. It would also be beneficial for the guest speaker to comment on appropriate observation techniques, confidentiality issues, health and safety issues to consider, etc. For homework, students are provided with a reading and make notes regarding factors to consider in implementing a play-based activity for young children including several of the key issues mentioned above. The teacher leads a class discussion reviewing the results of the homework reading again emphasizing the key factors to consider when dealing with children in a real-life setting.
2. In groups of three or four, students are provided with a toy, a game, or an activity that involves problem solving. They generate a list of the possible ways that brain development could be enhanced through this activity and describe what type of problem solving is involved and record this information on the chart paper provided. Students post their charts around the room and present their findings to the class. The teacher leads a class discussion reviewing the key concepts of play-based problem solving that were generated from the student presentations. Individually, students compile a list using information gathered from the charts/presentations and the class discussion of possible ways that play-based problem-solving activities enhance brain development.
3. a) For a culminating activity, students in groups of three or four, design, implement (in a real-life setting), and evaluate a play-based activity for young children that is centred on a specific theme or concept. They should incorporate some of the key concepts of the theorists on brain development, such as Piaget, as well as, some of the key findings that include the importance of language in cognitive development as studied throughout the unit.

- b) Each group member is to submit a written proposal for the teacher’s approval describing a segment of the activity. Some possible criteria include the following:
- A description of the theme or concept;
  - A detailed description of the activity(s) and how it (they) are accomplished. Including how they have addressed such issues as safety, observation techniques, confidentiality, etc;
  - How they have applied their knowledge of theories of brain development and the importance of language development in their planning;
  - A description of how the activity(s) could help to enhance brain development;
  - Criteria for evaluating the effectiveness of their activity(s).
- c) Students, in consultation with the teacher, determine the implementation process. Students implement the program. Some possible examples include: a preschool, local elementary school, children invited into the school, a local day care, etc.
- d) Individually, students submit a report that addresses the criteria identified in strategy 3B. Students also submit a self-evaluation of the effectiveness of their activity using the criteria approved by the teacher.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Achievement Chart Categories
Student Notes: Reading (implementing a play-based activity)(T/L S 1)	Criterion-Referenced Checklist	Formative	Communication
Self-Evaluation of Play-Based Activity (T/L S 3 D)	Anecdotal Comments	Formative	Communication Application
Play-Based Activity Report (T/L S 3 D)	Rubric (Appendix 1)	Summative	Knowledge/ Understanding Thinking/Inquiry Communication Application

### Accommodations

- Where needed for reinforcement, students can watch a video on play and identify activities that reflect the theorists studied, as well as note evidence of play-based learning activities.
- For enrichment, students obtain a weekly activity program from a local day care or nursery school and critique it for its effective use of play-based learning with particular emphasis on play-based problem solving.

### Resources

#### Teacher Resource

Smith, Peter, Helen Cowi, and Mark Blades. *Understanding Children’s Development*, 3rd ed. Malden: Blackwell Publishers Inc., 1998. ISBN 0-631-19412-6 TR

#### Teacher/Student Resources

Acredolo, Linda and Susan Goodwyn. *Baby Minds: Brain-Building Games Baby Will Love*. New York: Bantam Books, 2001. ISBN 0-553-38030-3

Daniel, Becky. *Growing and Learning: The Playful Preschooler*. Michigan: Instructional Fair. TS Denison, 2000. ISBN 1-56822-955-0

Herr, Judy. *Working with Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 1998. ISBN 1-56637-387-5

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Herr, Judy. *Working with Children: The Observation Guide*. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1990. ISBN 0-87006-734-6

Herr, Judy and Terri Swim. *Creative Resources for Infants and Toddlers*. Albany, U.S.A.: Delmar Publishers, 1999. ISBN 0-7668-0337-6 (This can also be obtained through Nelson Canada, Scarborough.)

Masi, Dr. Wendy S., ed. *Toddler Play*. Creative Publishing International Inc, 2001. ISBN 0-86573-435-6

Miller, Karen. *Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds*. Maryland: Gryphon House, 1999. ISBN 0-87659-204-3

Rogers, Cosby S. and Janet K. Sawyers. *Play In the Lives of Children*. Washington: National Association for the Education of Young Children, 1988. ISBN 0-935989-09-9

Schiller, Pam. *Start Smart! Building Brain Power in the Early Years*. Maryland: Gryphon House, 1999. ISBN 0-87659-201-9

Silberg, Jackie. *Brain Games for Toddlers and Twos*. Maryland: Gryphon House, 2000. ISBN 0-87659-205-1

### **Periodicals/Articles**

“Creating a Literary-Based Play Centre for Preschoolers”

– <http://www.cfc-efc.ca/docs/cccf/00000082.htm>

“Creative Movement and Dance in Early Childhood Education”

– [http://www.cfc-efc.ca/docs/cccf/00013\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00013_en.htm)

Fact Sheet #5: “The Early Years - Problem-Based Play”

– <http://www.cfc-efc.ca/docs/vocfc/00000795.htm>

Fact Sheet #31: “Canadian Child Care Federation Encouraging Language Acquisition in Young Children” – [http://www.cfc-efc.ca/docs/cccf/rs031\\_en.htm](http://www.cfc-efc.ca/docs/cccf/rs031_en.htm)

“Learn to Play, Play to Learn” – [http://www.cfc-efc.ca/docs/toytc/00001\\_en.htm](http://www.cfc-efc.ca/docs/toytc/00001_en.htm)

Legault, Suzanne. “Constructive Play” – [http://www.cfc-efc.ca/docs/cccf/00002\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00002_en.htm)

Resource Sheet #31: Canadian Childcare Federation. “Encouraging Language Acquisition in Young Children” – [http://www.cfc-efc.ca/docs/cccf/rs031\\_en.htm](http://www.cfc-efc.ca/docs/cccf/rs031_en.htm)

Shipley, Dale. “Play For Development and For Achieving Learning Outcomes” – <http://www.cfc-efc.ca/docs/ccf/00005-en.htm>

Maulsby, Catherine. “A Kindergarten Perspective on Play” – <http://www.cfc-efc.ca/docs/cccf/00000984.htm>

“Play for the Brain” – [http://www.cfc-efc.ca/docs/cafrp/00003\\_en.htm](http://www.cfc-efc.ca/docs/cafrp/00003_en.htm)

Taylor, Alice. “Understanding Children’s Behaviour: The Key to Effective Guidance” – [http://www.cfc-efc.ca/docs/cccf/00009\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00009_en.htm)

“The Value of Play” – [http://www.cfc-efc.ca/docs/cccf/00003\\_en.htm](http://www.cfc-efc.ca/docs/cccf/00003_en.htm)

### **Games/Kits**

*What a Child Will Be Depends on You and Me: A Resource Kit For a Child’s First Five Years*. Invest in Kids Foundation. 2000

### **Websites**

Child and Family Canada – <http://www.cfc-efc.ca/>

Early Years Study (207 pages) - <http://www.childsec.gov.on.ca>

Invest in Kids Foundation – <http://www.investinkids.ca>

### **Appendices**

Appendix 1 – Rubric for Play-Based Problem-Solving (Activity, Unit 2, Activity 2.5, T/L S 3)

**Appendix 1 – Rubric for Play-Based Problem Solving Activity – Summative Assessment**  
(Unit 2, Activity 2.5, T/L S 3)

<b>Category/Expectation</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
<b>Knowledge/ Understanding</b> - identifies the theories of child development and their relevance to play-based problem-solving activities with reference to brain development HDV.02, HDV.04 HD3.01	- identifies theories and their relevance to brain development with limited ability	- identifies theories and their relevance to brain development with some ability	- identifies theories and their relevance to brain development with considerable ability	- identifies theories and their relevance to brain development accurately
<b>Thinking/Inquiry</b> - uses research to select an appropriate play-based problem-solving activity that helps to enhance brain development ISV.03, HD2.06	- limited use of research to select activity for brain development	- some use of research to select activity for brain development	- considerable use of research to select activity for brain development	- thorough use of research to select activity for brain development
<b>Communication</b> - communicates how their play-based problem-solving activity facilitates brain development in children HD2.07  - uses appropriate language and social science research conventions accurately (e.g., spelling, grammar, punctuation) ISV.04, HD2.06, IS3.01	- communicates information with limited clarity  - uses appropriate conventions with limited accuracy	- communicates information with some clarity  - uses appropriate conventions with some accuracy	- communicates information with considerable clarity  - uses appropriate conventions with considerable accuracy	- communicates information with a high degree of clarity  - uses appropriate conventions with a high degree of accuracy
<b>Application</b> - evaluates the effectiveness of their play-based problem-solving activity re: design and implementation HD2.07, 1S2.03  - transfers concepts of brain development theorists and age HD2.03	- evaluates the effectiveness of their activity with limited success  - limited concepts transferred to activity	- evaluates the effectiveness of their activity with some success  - some concepts transferred to activity	- evaluates the effectiveness of their activity with considerable success  - considerable concepts transferred to activity	- evaluates the effectiveness of their activity with a high degree of success  - thorough transfer of concepts to activity

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

**Teacher’s Comments/Next Steps:**

**Level:** \_\_\_\_\_